The Use of Puzzle Media to Improve Concentration and Accuracy Skills of Elementary School Students

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Abstract: The objective of this study is to determine the improvement of students' concentration and accuracy through the use of puzzle media. The method used is classroom action Research, which consists of planning, implementation, observation, and reflection cycles. This Research was conducted at SD, located at Jl. Trans Papua, Mandekman, Ulilin, Merauke, South Papua 99635. The study subjects were 28 third-grade students. Data collection included observations of teacher activities, student activities, students' concentration, and students' accuracy. The data analysis techniques measured were: (1) teacher activity data, (2) student activity data, (3) concentration data, and (4) student accuracy data. The study found that using puzzle media improved students' concentration and accuracy in the second cycle, with a score of 77.90 in the good category. Therefore, the use of puzzle media can be considered effective in enhancing elementary school students' concentration and accuracy. The implications of this study are that puzzle media can be used as a learning strategy to help students focus their attention for longer periods, be more careful in matching puzzle pieces, and interact with them in ways that are gradually, attractively, and concretely attractive, thereby creating a pleasant and non-monotonous learning environment.

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan konsentrasi dan ketelitian siswa melalui penggunaan media puzzle. Metode yang digunakan adalah penelitian tindakan kelas yang terdiri atas siklus perencanaan, pelaksanaan, pengamatan, dan refleksi. Penelitian ini dilaksanakan di SD Inpres Muting IV, yang berlokasi di Jl. Trans Papua, Mandekman, Ulilin, Merauke, Papua Selatan 99635. Subjek penelitian adalah siswa kelas III dengan jumlah 28 siswa. Pengumpulan data meliputi observasi aktivitas guru, aktivitas siswa, konsentrasi dan ketelitian siswa. Teknik analisis data yang diukur adalah; (1) data aktivitas guru, (2) data aktivitas siswa, (3) data konsentrasi, dan (4) data ketelitian siswa. Hasil penelitian menunjukan bahwa penggunaan media puzzle terbukti dapat meningkatkan kemampuan konsentrasi dan ketelitian siswa di siklus II yaitu 77,90 dengan kategori baik. Demikian, penggunaan media puzzle dapat dinyatakan efektif dalam meningkatkan kemampuan konsentrasi dan ketelitian siswa sekolah dasar. Implikasi dari penelitian ini adalah media puzzle dapat diterapkan sebagai strategi pembelajaran yang membantu siswa memusatkan perhatian dalam waktu yang lebih lama dan lebih cermat dalam mencocokkan potongan gambar secara bertahap dan menarik, interaktif, serta konkret, sehingga dapat menciptakan suasana belajar yang menyenangkan dan tidak monoton.

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A. Introduction

Education at the elementary school level lays the foundation for knowledge, skills, and attitudes that will Influence students' development at later stages (Mauliza et al., 2024; Rofi'a, 2024). At this level, students are introduced to various subjects and activities designed to enhance their cognitive, affective, and psychomotor abilities (Wulandari et al., 2023; Suyamto et al., 2024). According to Piaget's theory of cognitive development, elementary school-aged children are in the concrete operational stage, where they better understand concepts through direct experience (Oktaviana & Purba, 2024; Sardi et al., 2024). This implies that appropriate and varied learning media can greatly support their understanding in the learning process (Daniyati et al., 2023; Frasetia et al., 2024), especially for symbolic materials such as national emblems.

Based on observations in a third-grade elementary school class, the Civics Education (*PPKn*) subject includes core competencies (KD) related to understanding the meaning of the images in the national emblem '*Garuda Pancasila*' (KD 3.1) and the ability to explain their meanings (KD 4.1). However, issues with concentration and accuracy often make it difficult to understand the meaning and significance of the *Garuda Pancasila* emblem, which contains many important symbols. Students frequently struggle to recognize each element of the emblem and to remember the meanings of its symbols, such as the number of feathers, the ribbon, and the shield, all of which have deep philosophical significance. Of the 28 students in the third-grade class, 11 (39.3%) had low concentration. Additionally, 10 students (35.7%) had low accuracy. Combined, 21 students, or 75% of the class, had difficulty with concentration and accuracy. This data indicates that the majority of students in the class still struggle to maintain focus and precision during the learning process. These low levels of concentration and accuracy negatively affect students' understanding of the symbols in the *Garuda Pancasila* emblem.

In addition, Civics Education (*PPKn*) learning in the third grade of elementary school is still largely dominated by the 2018 revised school textbook as the primary learning medium. While the textbook systematically presents material, its static nature, limited to text and images, often fails to capture students' interest. Students tend to become bored when relying solely on textbooks as their only source of learning, especially with symbolic material that requires deeper interpretation. Due to the limited interactivity of textbooks, children often struggle to maintain their attention on the material being taught, including content about the national emblem, which actually requires precision in identifying the symbols of *Pancasila* on the *Garuda* bird.

Along with the development of learning media, there is a growing need to present more interactive and innovative media to assist teachers in the learning process (Nabighoh et al., 2022; Lestari & Salsabila, 2023). Therefore, one possible solution is the use of puzzle media as follows.

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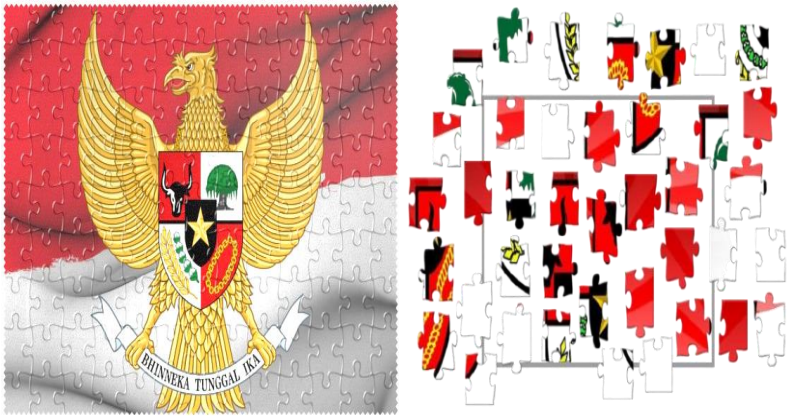

Figure 1. Puzzle Media

Puzzle media plays a significant role in supporting students' ability to focus and pay attention during the teaching and learning process. As a simple yet interactive learning medium, puzzle activities require students to assemble and disassemble pieces until a complete form is achieved, thereby engaging both cognitive and psychomotor processes (Adila et al., 2024; Dahniar, 2024). Puzzle media involves arranging image fragments into a unified whole, a process that has been shown to train students' concentration and accuracy through sustained attention and precise placement of each piece (Fitriani et al., 2024). In this study, puzzle media was implemented by asking students to assemble the pieces of the Garuda Pancasila emblem, an activity that demands careful observation, focused attention, and accurate alignment of symbolic elements.

The use of puzzle media offers several pedagogical advantages. Puzzles encourage direct interaction with learning materials, stimulate curiosity, and increase student engagement by combining play with educational content. Learning through puzzles allows students to experience challenge and enjoyment simultaneously, reducing learning pressure while promoting active participation (Sari & Utomo, 2024; Marfilinda et al., 2024). Previous studies have demonstrated the effectiveness of puzzle media in elementary education. Nurhalis et al (2025) found that crossword puzzles improved learning outcomes among fourth-grade students, while Maulidah et al (2025) reported that puzzle media enhanced students' critical thinking skills through logical, systematic assembly processes, leading to increased focus, engagement, and conceptual understanding.

Despite these positive findings, a closer examination of the existing literature reveals a clear Research gap. Most prior studies have applied puzzle media in general cognitive learning contexts such as the Indonesian language, natural sciences, or social studies. Very few studies have specifically investigated the use of puzzle media to simultaneously improve students' concentration and accuracy, particularly in symbolic learning materials such as the introduction of the national emblem Garuda Pancasila in Civics Education (PPKn). This content requires a high level of precision due to the complexity of its symbols and the philosophical meanings embedded within them. Moreover, there is a lack of empirical evidence on third-grade elementary school students,

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a developmental stage during which attention control and task accuracy are still emerging. This lack of focused investigation underscores the need for Research examining how puzzle media can enhance both concentration and accuracy in the context of symbolic civic education.

This study offers novelty by positioning puzzle media not merely as a learning aid, but as a dual cognitive and psychomotor training tool that simultaneously develops students' concentration and accuracy in learning symbolic PPKn content. Unlike previous Research that tends to measure general learning outcomes, this study explicitly examines concentration and accuracy as two distinct yet interrelated skills developed through puzzle-based learning. By using the Garuda Pancasila emblem as a learning material, this study also integrates civic values and national identity education into an interactive learning experience, thereby extending the application of puzzle media into the domain of symbolic civic learning.

Concentration, etymologically defined as the act of focusing attention, refers to an individual's ability to direct and maintain attention on a specific object or task (Simorangkir & Napitupulu, 2022; Tarng et al., 2022). In learning contexts, concentration enables students to selectively process relevant information while minimizing distractions (Laraswati, 2022; Kamila et al., 2023). Activities such as assembling puzzle pieces naturally train concentration by requiring sustained focus until a complete image is formed, thereby facilitating deeper information processing and understanding (Yuliati et al., 2022). Learning concentration can be observed through indicators such as focus endurance, comprehension of task instructions, and the ability to complete tasks without interruption (Nurmalasari & Susilowati, 2022; Fatchuroji et al., 2023; Yunitasari et al., 2023).

Accuracy, on the other hand, refers to precision in task execution and is closely related to psychomotor skills such as hand-eye coordination, finger dexterity, and visual perception (Priyanasari et al., 2021; Girón et al., 2025). Students who demonstrate accuracy tend to exhibit carefulness, strong memory, emotional control, and attentiveness in completing tasks (Pangestika et al., 2021; Amrullah, 2021). Puzzle assembly activities require both gross and fine motor coordination, as students must select, align, and place pieces correctly based on visual cues and memory (Shorouk et al., 2025; Rothe et al., 2025). Accuracy in this context can be measured through indicators such as correctness of piece placement, attention to detail, minimal errors, and successful task completion.

Although concentration and accuracy are closely related, they represent distinct aspects of learning. Concentration emphasizes sustained attention and resistance to distraction, whereas accuracy focuses on precision and correctness in task performance. In puzzle-based learning, these two skills complement each other, as effective puzzle completion requires both focused attention and careful execution. Factors such as physical condition, intelligence, interest, and learning environment also Influence students' concentration and accuracy, underscoring the importance of creating engaging and supportive learning contexts (Al Adawiyah et al., 2024; Farhan & Taofik, 2025).

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Based on these considerations, the central Research question of this study is whether the use of puzzle media can improve students' concentration and accuracy in elementary school learning. Accordingly, this study aims to examine the effectiveness of puzzle media in enhancing learning quality, with a particular focus on students' concentration and accuracy. Specifically, the objectives of this study are to analyze improvements in teachers' instructional activities when using puzzle media, to examine changes in student participation during puzzle-based learning, and to investigate the development of students' concentration and accuracy skills through puzzle assembly activities involving the Garuda Pancasila emblem.

B. Method

This type of Research is Classroom Action Research, an effort to improve the classroom learning process from a teacher-centered to a more student-centered, active-learning approach (Treve, 2024; Memon et al., 2024). The Research procedure follows the model by Kemmis and Taggart (Awaliyah & Kalifah, 2025), which outlines four stages of Classroom Action Research, namely; (1) planning, which included the preparation of learning tools such as lesson plans, puzzle media, teacher and student observation sheets, and instruments to measure student concentration and accuracy when assembling puzzles; (2) implementation, in which the learning process was carried out according to the plan that had been prepared. Learning activities were carried out from the introductory, core, to closing activities by integrating puzzle media into teacher and student activities; (3) observation, the researcher and collaborators observed the learning process, focusing on teacher and student activities related to puzzle media. Additionally, measurements of students' concentration and accuracy levels are conducted based on the established indicators; (4) reflection, this stage involves the analysis and evaluation of observation results. Reflection serves as the basis for improving the plan in the next cycle if students' concentration and accuracy do not meet the success indicators. The steps of classroom action Research in each cycle follow the flowchart in the figure below.

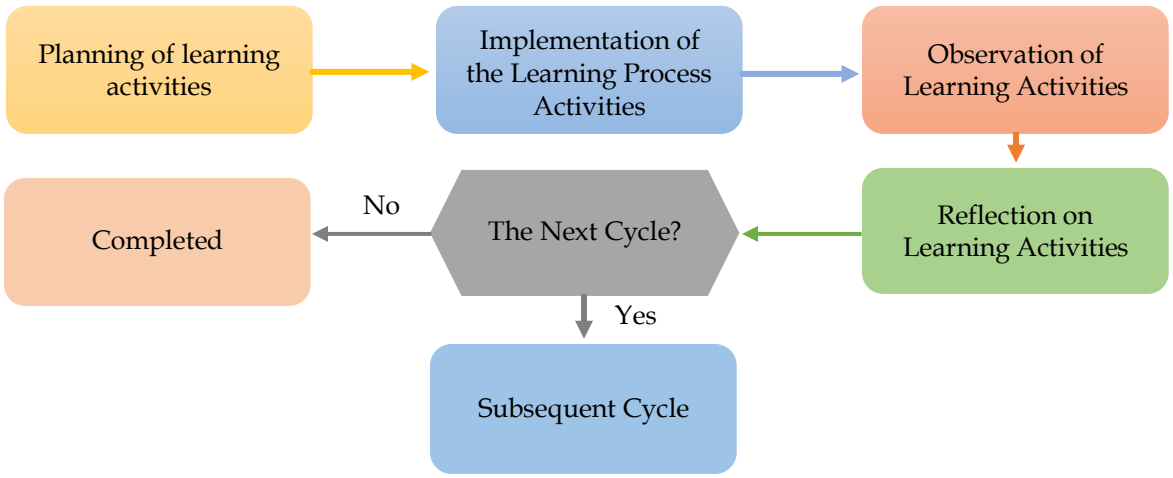

Figure 2. Activity Flow of Each Cycle

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This classroom action Research was conducted in the odd semester of the 2024/2025 academic year, specifically from August 5 to September 5, 2024, at SD Inpres Muting IV, located on Jl. Trans Papua, Mandekman, Ulilin, Merauke, South Papua 99635. The subjects in this classroom action Research are third-grade students, totaling 28 students. The objective of this Research was to examine the effects of puzzle media on the concentration and accuracy of elementary school students. This instrument is a set of learning tools for Civics Education (PPKn) comprising a syllabus, lesson plans (*RPP*), puzzle media, and observation sheets for both teacher and student activities. The observation sheet for students' concentration and accuracy in assembling puzzles is as follows.

Table 1. Concentration Observation Sheet

No	Concentration Indicator	Aspects Assessed	Score 4	Score 3	Score 2	Score 1
1.	Ability to focus	Ability to focus attention on puzzle-solving activities	Very focused while putting together the puzzle	Focusing attention while putting together a puzzle	Quite focused but often distracted	Not focused, so unable to complete the puzzle
2.	Understanding Information	Ability to understand instructions /sequence of puzzle pieces	Highly skilled at putting together puzzle pieces correctly	Understanding most parts of the puzzle correctly	Just understand that putting the puzzle together involves a few mistakes.	Not understanding how to assemble a puzzle.
3.	Concentration Endurance	Perseverance in putting together the puzzle until it is complete	Very diligent in completing puzzles with full concentration	Persistent in completing puzzles with full concentration	Demonstrates sufficient perseverance, although concentration wanes slightly when putting together puzzles.	Not completing the puzzle due to a lack of concentration.
4.	Completion of Assignments	Timeliness and accuracy of compilation results	It is very important to complete the puzzle within the specified time and get the correct answer.	Finish the puzzle on time and get a good result.	It is quite challenging to complete the puzzle within the specified time.	The puzzle is not complete at all.

This observation sheet is designed to assess students' ability to focus and maintain attention throughout the learning process, particularly during the assembly of the Garuda

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Pancasila puzzle. The instrument consists of several observable indicators that reflect essential aspects of learning concentration, including students' focus on the task, persistence in completing the activity, understanding of instructions, and consistency in working without distraction.

Each indicator in the observation sheet allows observers to systematically record students' behavioral responses during learning activities. Indicators such as sustained attention and task engagement reflect how well students can concentrate on assembling the puzzle pieces, while indicators related to task completion demonstrate students' ability to maintain focus until the activity is finished. The observation sheet also captures students' responsiveness to instructional guidance, providing insight into how concentration supports comprehension and task execution.

Table 2. Accuracy Observation Sheet

No	Accuracy Indicator	Aspects Assessed	Score 4	Score 3	Score 2	Score 1
1.	Paying close attention to detail	Careful observation of shapes, colors, and patterns	Very meticulous in observing shapes, colors, and patterns	Carefully observe the shape, color, and pattern.	Be thorough in observing shapes, colors, and patterns.	Not being thorough at all when putting together a puzzle.
2.	Choosing the right cut	Accuracy in selecting appropriate image fragments	It is very important to choose the right cut with the correct shape and position.	Choose the right cut with the correct shape and position	It is important to choose the right cut with the correct shape and position.	Incorrectly selecting pieces at random.
3.	Image cropping suitability	Compatibility between image/text parts	All the pieces of the image fit together perfectly, making it easy to recognize.	All image pieces are arranged so that they are easy to recognize.	All the image's pieces are arranged so they are easy to recognize.	Many parts are misaligned, making the image difficult to recognize.
4.	Error-free completion	Final precision in putting together the entire puzzle	Solving puzzles without mistakes	Completed with a few errors (1–2 sections)	Completed with many errors (more than 3 sections)	Incomplete or full of errors

Data collection in this Research involved methods for gathering information in classroom action Research, namely observation sheets and Research documentation. The

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data analysis technique used formulas appropriate to the aspects being measured, including analyses of teacher and student activities and a classical completeness analysis, to obtain accurate and relevant data on students' concentration and accuracy, addressing the Research questions.

C. Result

1. Cycle I

This Research was carried out in two cycles, with each cycle consisting of two meetings. In the first meeting, observation of the learning process was conducted to provide an overview of the quality of teaching and student engagement during the learning activities. In the second meeting, an assessment of individual abilities was conducted, focusing on concentration and accuracy during puzzle assembly. Therefore, the difference between observing the learning process and observing concentration and accuracy lies in their focus, purpose, and the aspects assessed. The learning process activities followed the Kemmis and Taggart procedure with the following steps.

a. Planning

Planning at this stage is carried out before implementing the classroom action Research in Cycle I. The researcher prepares the classroom action plan, which includes: (1) determining the basic competencies, (2) preparing the syllabus and lesson plans, (3) preparing the puzzle media for learning activities, and (4) preparing observation sheets for teachers and students, as well as observation sheets for students' concentration and accuracy.

b. Implementation

In the first meeting on Monday, August 5, 2024, the teacher used puzzle media to deliver material on the *Garuda*, Indonesia's national emblem symbolizing the nation's strength, greatness, and unity. The *Garuda* holds a shield containing the five principles of *Pancasila*, each representing values that *Indonesia*n citizens must uphold. Below the shield is a ribbon inscribed with '*Bhinneka Tunggal Ika*,' meaning 'Unity in Diversity,' reflecting the spirit of unity within diversity. In the second meeting on Thursday, August 8, 2024, through the puzzle media and the teacher's explanations and examples, it was expected that students would understand the meaning and importance of each principle in daily life, such as social justice, just and civilized humanity, and the unity of *Indonesia*.

c. Observation

1) Results of Teacher Activities

Observations of the teacher's use of puzzle media for *PPKn* learning showed overall fairly good results, although not yet fully optimal. There were several aspects that the teacher still needed to improve, such as during the first meeting, where the teacher

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should have provided a more detailed explanation of the learning steps in accordance with the puzzle media. In the second meeting, the teacher was quite successful in encouraging students to be more active during *PPKn* lessons, as illustrated in the diagram below.

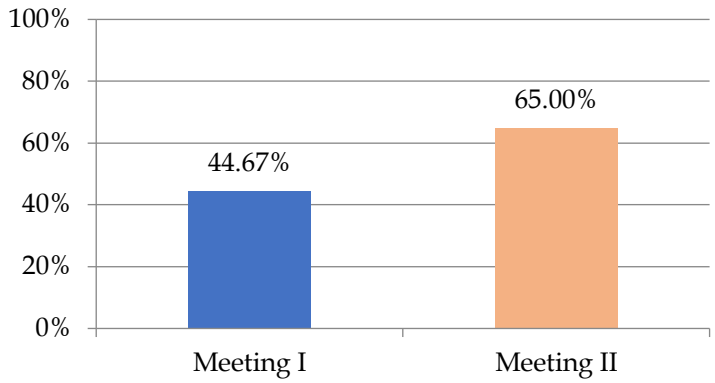

Figure 3. Results of Teacher Observation in Cycle I

The results of teacher activities in Cycle 1, based on 15 aspects, showed that the first meeting fell into the fairly active category with a score of 44.67%, while the second meeting scored 65.00%. However, Cycle 1 did not yet reach the success indicator for teacher activity set at over 70%, so improvements are needed in Cycle II.

2) Results of Student Activities

The teacher has facilitated students' active, enthusiastic participation in learning activities by using puzzle media featuring the symbols of the National Emblem of *Indonesia*. Through this activity, students need to understand the meanings and values contained in the *Garuda* bird, the shield, and the five principles of *Pancasila*, which symbolize the fundamental principles of national life and citizenship. The results of observations from the first and second meetings in cycle I regarding student activities during the process of using the puzzle media are as follows.

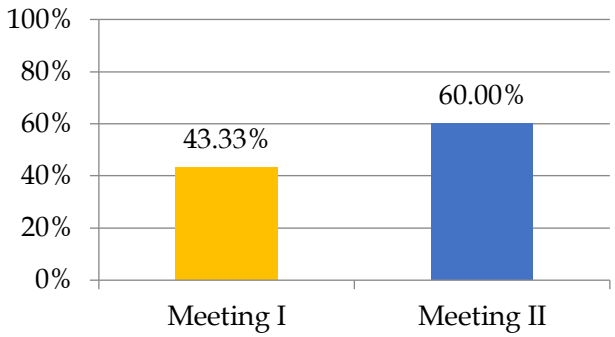

Figure 4. Results of Student Observation in Cycle I

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Based on student activity observations during the learning process using puzzle media across 15 aspects, the first meeting received a score of 43.33%, categorized as fairly active, and the second meeting received a score of 60.00%, categorized as active. Cycle I did not meet the student activity success indicator of >70%, so improvements are needed in Cycle II.

3) Results of Students' Concentration Ability

Students' concentration ability was observed using an observation sheet with four indicators: ability to focus, concentration endurance, information comprehension, and task completion. Each indicator was assessed using a specific scale to understand the extent to which students could maintain concentration on the puzzle media. The results from cycle I are as follows.

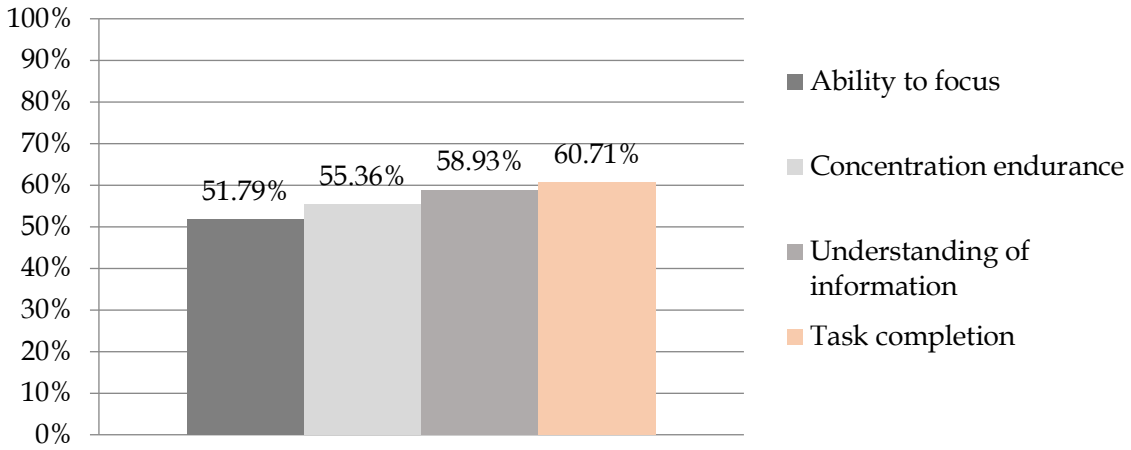

Figure 5. Results of Concentration Ability

The results of students' concentration indicators average 56.70%, which is still below the Minimum Mastery Criteria (KKM) of 70%. For the focus ability indicator, students scored 51.79%, indicating difficulties in maintaining full attention. The concentration endurance indicator was slightly better at 55.36%, but still showed students' challenges in maintaining focus for a long time. On the other hand, the information comprehension indicator showed better results at 58.93%, meaning that most students began to understand the given instructions. Finally, the task completion indicator showed the best result with 60.71%, and the average concentration ability in cycle I was 56.70%. Overall, although there has been some progress, students still need improvement in various aspects of concentration to achieve more optimal results.

4) Results of Students' Accuracy Ability

The observation of students' ability to use puzzle media was conducted by paying attention to several indicators, including the ability to carefully notice details, accuracy in selecting puzzle pieces, the suitability of the assembled image parts, and the ability to

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complete the task without making mistakes. The observation data based on these indicators are presented as follows.

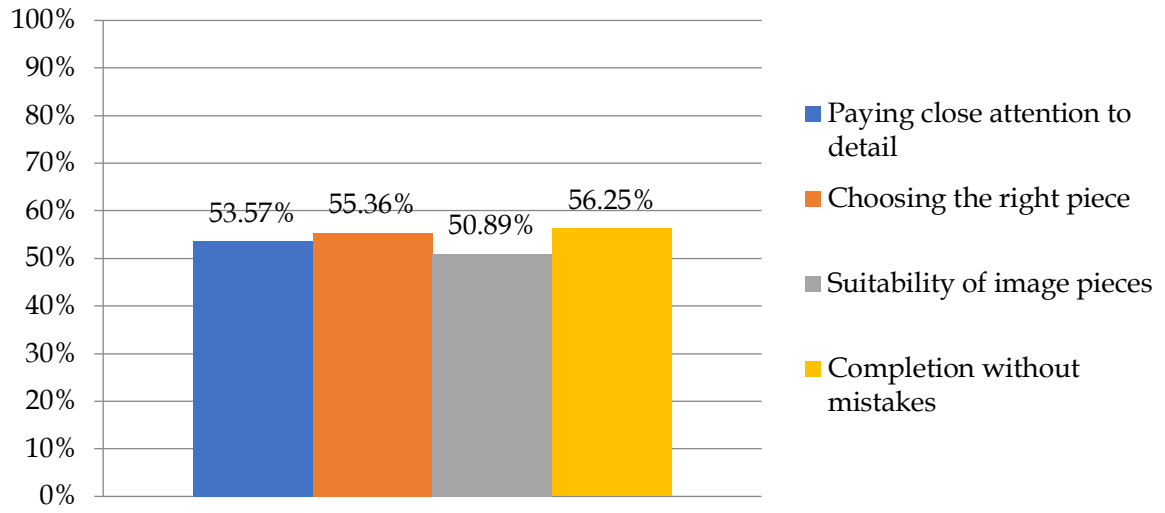

Figure 6. Results of Accuracy Ability

Figure 6 above shows the indicators of students' accuracy skills assessed during the observation process. First, attention to detail received a score of 53.57%, indicating that accuracy remains a concern. Next, selecting the correct puzzle pieces scored 55.36%, which still requires improvement to be more accurate. Then, the compatibility between puzzle pieces reached only 50.89%, indicating many mismatches during assembly. Lastly, task completion without errors scored 56.25%, which also did not meet expectations. Thus, the average accuracy indicator score was only 54.02%, and all indicators remain well below the Minimum Mastery Criteria (MMC) of 70%, indicating that improvements are needed in Cycle II to achieve better outcomes.

d. Reflection

Based on the results from the first cycle, it is evident that many aspects still need improvement to meet the Minimum Mastery Criteria (MMC) of 70%. The average score for concentration indicators reached only 56.70, while the average for accuracy indicators was 54.02, indicating that improvements are still necessary. In Cycle II, efforts must be made to improve each of these indicators. This can be achieved by providing more intensive practice, clarifying the steps to follow, and offering better feedback to students. The main focus is to enhance concentration and accuracy at each stage, ensuring results are more aligned with expected standards.

2. Cycle II

a. Planning

Planning at this stage was carried out before implementing the classroom action Research in Cycle II by following several steps: determining the basic competencies,

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preparing the syllabus, lesson plans, and puzzle media, and preparing observation sheets to monitor teacher and student activities. In addition, specific observation sheets were prepared to assess the students' levels of concentration and accuracy.

b. Implementation

In the first meeting on Monday, August 26, 2024, the teacher used puzzle media to present material on the *Garuda* bird, Indonesia's national symbol, which represents strength, greatness, and the unity of the nation. The *Garuda* holds a shield bearing the five principles of *Pancasila*, each of which symbolizes values that *Indonesian* citizens must uphold. Below the shield is a ribbon inscribed with "*Bhinneka Tunggal Ika*," meaning "Unity in Diversity," reflecting the spirit of unity amid differences. In the second meeting on Thursday, August 29, 2024, through the puzzle media along with the teacher's explanation and examples, students were expected to understand the importance of each principle in daily life, such as social justice, just and civilized humanity, and the unity of *Indonesia*.

c. Observation

1) Teacher Activity Results

The teacher's use of puzzles in the learning process was observed using an observation sheet to assess their effectiveness during teaching and learning activities, as documented in the following activity.

Figure 7. Puzzle Usage Activity

The teacher used puzzles as a learning medium in the Civics Education (*PPKn*) subject to create an interactive, enjoyable, and well-managed classroom atmosphere, making the *PPKn* learning process more engaging and less monotonous. The observation of teacher activities covered various aspects of implementing learning using puzzle media, including the teacher's ability to guide students, provide instructions, and make optimal use of the media. The results of the data analysis of teacher activities in the second cycle of the classroom action Research can be summarized as follows.

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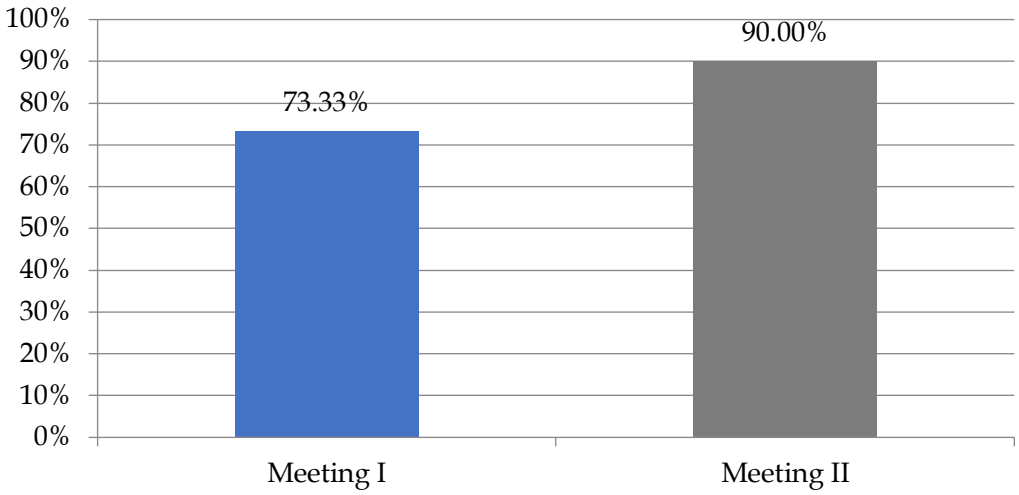

Figure 8. Teacher Observation Results Cycle II

Based on Figure 8, the use of puzzles in Civics Education (*PPKn*) learning demonstrated good effectiveness. In the first meeting, the success rate was 73.33%, exceeding the minimum success criterion of 70%. This indicates that the use of puzzle media in this session was already effective. In the second meeting, effectiveness increased significantly to 90.00%, resulting in a more optimal outcome. With this achievement, the Research concluded in the second cycle, as the success criteria had been met and no further improvements were necessary. These results prove that puzzle media can be used effectively in *PPKn* learning, with optimal outcomes achieved in the second cycle.

2) Student Activity Results

Observations were conducted during the *PPKn* learning process in cycle II, focusing on students' involvement in using puzzle media as follows.

Figure 9. Puzzle Assembling Activity

Based on Figure 9, this media not only makes the learning environment more engaging but also helps students stay focused and actively participate in learning activities. With a well-managed classroom environment, students can reduce boredom and become more enthusiastic about following the lessons. The following is the result of student activity observations during the learning sessions.

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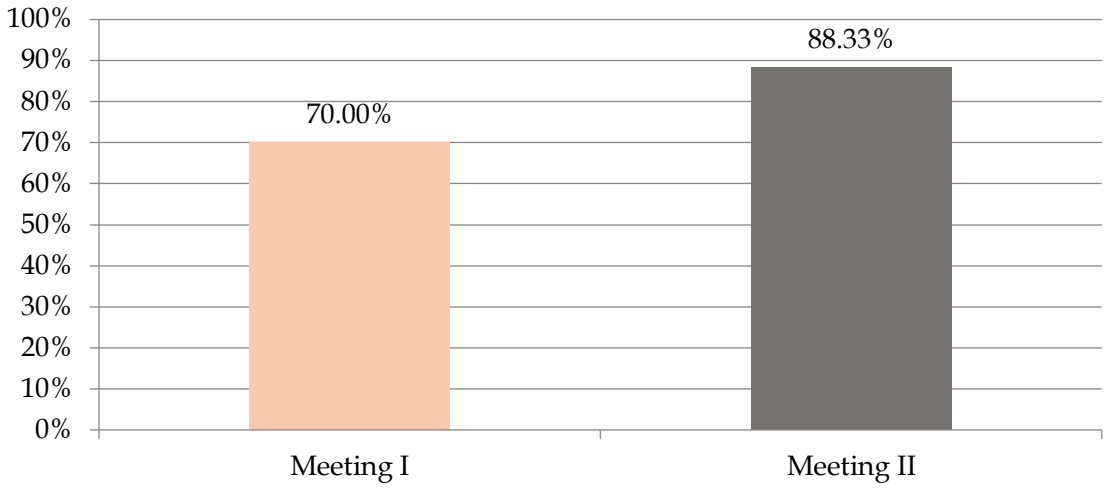

Figure 10. Student Observation Results in Cycle II

Based on Figure 10 above, the observation results indicate that student engagement in learning with puzzle media increased significantly. In the first meeting, student activity was recorded at 70.00%, meeting the minimum success criterion of 70%. Nevertheless, there was still potential to further improve student engagement in the following session. In the second meeting, student activity increased to 88.33%, indicating a positive development in student participation and engagement. This improvement demonstrates that the puzzle media can motivate students to be more active in Civics Education (*PPKn*) learning. Overall, the use of puzzle media successfully enhanced student activity, with better results observed in the second meeting.

3. Results of Students' Concentration Ability

Observations were conducted as students assembled the puzzle pieces, monitoring several indicators, including focus, concentration, endurance, comprehension, and task completion. The following are the observation results of students' concentration ability in Cycle II.

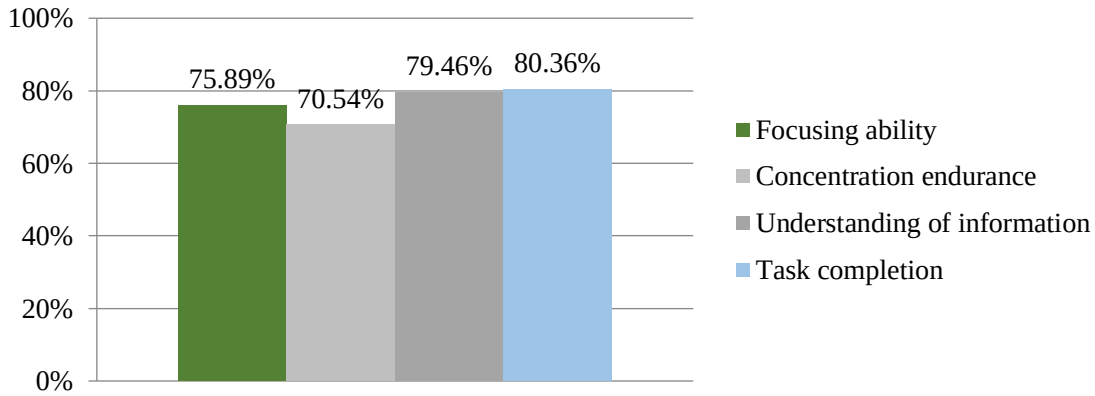

Figure 11. Results of Concentration Ability

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Based on observations of concentration, students were able to assemble the *Garuda Pancasila* symbol puzzle, demonstrating significant improvement. In the focus ability indicator, students scored 75.89%, indicating they maintained good focus while assembling the puzzle. For the concentration endurance indicator, students achieved 70.54%, indicating they sustained their concentration for a sufficient duration during the puzzle activity. In the information comprehension indicator, students reached 79.46%, indicating they clearly understood the symbols and meanings of the *Garuda Pancasila* through this activity. Lastly, in the task completion indicator, a score of 80.36% was recorded, reflecting the students' ability to complete the puzzle task effectively. With an overall average of 76.56%, these results demonstrate that the use of puzzle media in Civics (*PPKn*) lessons is effective. The Research can be concluded at Cycle II.

4. Results of Students' Accuracy Ability

The observation was conducted while students assembled puzzle media, paying attention to several indicators: attention to detail, accuracy in selecting the correct pieces, suitability of the picture pieces, and the ability to complete the puzzle without errors. The results of this accuracy observation are shown in Cycle II below.

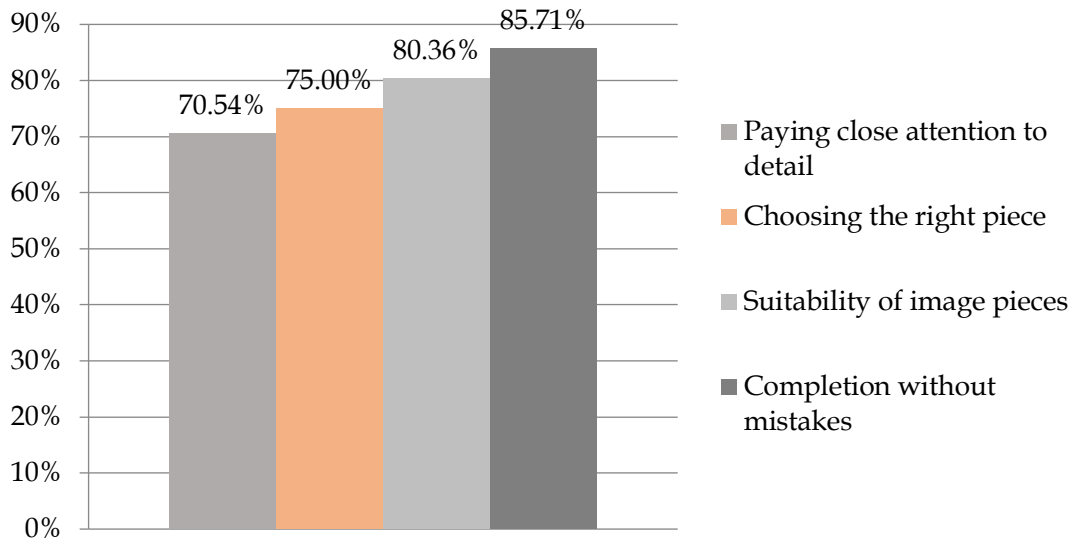

Figure 12. Results of Accuracy Ability

Based on Figure 12, the indicator 'paid close attention to detail' scored 70.54%, indicating that students' abilities were in the good category. Furthermore, the error-free completion indicator achieved a score of 85.71%, the highest, indicating that students completed the puzzle with very good accuracy. With an average score of 77.90, students' accuracy in assembling the *Garuda Pancasila* symbol puzzle was well achieved, so other indicators were considered to have been met, and the Research was stopped at cycle II. The improvements in students' concentration and accuracy between Cycles I and II can be compared with the average scores as follows.

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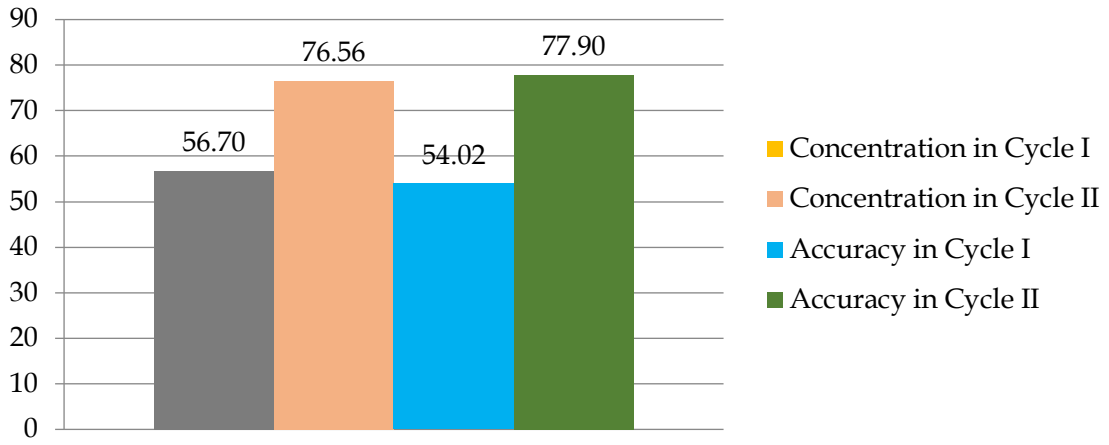

Figure 13. Improvement in Elementary Students' Concentration and Accuracy

From Figure 13 above, it can be seen that students' concentration ability in cycle I obtained an average score of 56.70, while in Cycle II it increased to 76.56. The same pattern also occurred in students' accuracy: in Cycle I, a score of 54.02 was obtained, which then increased to 77.90 in Cycle II. This indicates an improvement in students' concentration and accuracy abilities in assembling puzzles.

d. Reflection

The researcher and observer met on Tuesday, September 3, 2024, to evaluate the results of the classroom action Research conducted through Cycle II. During the discussion, the observer provided feedback that the use of puzzle media in the Civics Education (*PPKn*) subject had shown very good results and met the established success criteria. After analyzing these results, the researcher and observer agreed to conclude the study at Cycle II. This was because the puzzle media had proven effective in improving the quality of Civics Education, both in terms of teacher effectiveness, student activities, concentration ability, and students' accuracy. Therefore, the puzzle media can be recommended as an innovative, effective, and beneficial learning tool for schools, teachers, and students.

D. Discussion

The Research results show that the use of puzzle media in the Civics Education (*PPKn*) subject has a significant positive impact on learning effectiveness, student engagement, concentration ability, and accuracy. The success of this media aligns with the findings of Lestari & Salsabila (2023) and Nabighoh et al (2022), which state that interactive media can help teachers make the learning process more varied. This is supported by the increase in learning success from 73.33% in the first session to 90.00% in the second, demonstrating that puzzle media can effectively support teachers in creating an engaging and effective learning environment.

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The increase in student activity from 70.00% to 88.33% successfully created an active learning environment and encouraged greater student participation. This result aligns with Salsabila et al (2025), Research, which found that activity-based learning can enhance student engagement. Puzzles provide both a challenge and motivation for students, whether individually or collaboratively, thereby making them more involved, enthusiastic, focused, and motivated to achieve the learning objectives.

Students' concentration ability recorded an average score of 76.56, which falls into the good category. This indicates that students were able to assemble image pieces into a complete whole, helping to train their concentration to remain focused. This finding aligns with the studies of Khotimah et al (2021) and Yuliati et al (2022), which state that effective interaction with learning media can enhance students' concentration. In addition, students' accuracy also improved, with an average score of 77.90, particularly in the indicator of error-free completion (85.71%), confirming that puzzle media can train students to work carefully and precisely. These findings are supported by the Research of Mawardah & Pratiwi (2024), Shorouk et al (2025), and Rothe et al (2025), which highlight that learning through puzzle media can sharpen both fine and gross motor skills, as children require concentration and confidence to focus while assembling a complete image.

In general, the findings of previous studies are consistent with this Research. This is evident in the fact that puzzles have proven to be an effective learning medium in the Civics Education (*PPKn*) subject, as they help train eye, hand, and finger coordination, enabling students to place puzzle pieces accurately according to their shapes. Therefore, this classroom action Research using puzzle media was concluded at the second cycle, as it had met the established success indicators.

E. Implication

This classroom action Research shows that the use of puzzle media has real implications. First, the use of puzzle media is concrete, engaging, and interactive, creating a fun, non-monotonous learning environment. Second, puzzle-solving activities have been proven to help students focus their attention for longer periods of time and match pieces more carefully. Third, the collected data covers four important aspects: teacher activities, student activities, concentration, and precision, providing a comprehensive overview of the dynamics of the learning process and its outcomes. Fourth, the systematic classroom action Research conducted over two cycles enables continuous improvement that can be adapted by other teachers in similar contexts. Thus, the results of this study are not only theoretical but also applicable in daily learning practices at elementary schools.

F. Limitation and Suggestion for Further

Although it yielded positive results, this classroom action Research has limitations, namely that the subjects were limited to one class with a relatively small number of students, so the results may not necessarily represent the entire population of elementary

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school students. In addition, the focus of improvement was limited to two aspects, namely concentration and accuracy. Further Research is recommended to involve a larger number of students and include diverse grade levels to make the Research results more generalizable and applicable. Furthermore, it is suggested that the development of puzzle-based media be collaboratively undertaken with other subject areas, such as Indonesian Language or Social Studies, to assess its effectiveness across different subjects.

G. Conclusion

Based on the results of the Research and discussion, it can be concluded that the use of puzzle media in Civic Education learning, by arranging each piece of the picture into a complete whole in cycle I, did not meet the criteria for success in terms of students' concentration and accuracy. After improvements in cycle II, concentration skills improved, with an average score of 76.56 and an accuracy of 77.90, which is categorized as good. Thus, puzzle media is effective in creating more active and participatory learning, as well as improving the concentration and accuracy of elementary school students.

Based on these results, other teachers can adopt puzzle media as an alternative active learning strategy that encourages students to focus, be thorough, and engage directly in learning activities. This medium can also be used to develop systematic thinking skills and strengthen students' visual and motor coordination across various subjects. Moving forward, puzzle-based media can be further developed by aligning content or images with thematic instructional materials, incorporating varying levels of difficulty, or integrating digital technology to enhance interactivity.

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