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Development of Crossword Puzzle Game Media for Social Interaction of Class X Students at Budi Agung Private High School Medan

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ABSTRACT

Social interaction is an important aspect of senior high school students' development. However, preliminary observations at SMA Swasta Budi Agung Medan showed that students of class X-Usman Bin Affan still experienced social interaction difficulties, including withdrawal behavior, limited peer engagement, and low participation in group activities. This study aimed to develop a *crossword puzzle* game as a medium for classical guidance services. The study employed a Research and Development (R&D) method using the Four-D (4D) model, limited to the develop stage. The research subjects consisted of media experts, content experts, a guidance and counseling teacher, and 30 students. Data were collected through questionnaires, interviews, and observations, and analyzed using descriptive qualitative and quantitative methods. The needs analysis showed that the need for the developed media reached 85.41% and students' social interaction needs reached 81.66%. Media expert validation obtained 82% and content expert validation obtained 96.2%, both categorized as highly feasible. The practicality test showed that the guidance and counseling teacher response was 85.4% and student responses were 85%, both categorized as highly practical. The *crossword puzzle* media is feasible and practical as an alternative guidance and counseling service medium to improve social interaction among senior high school students.

Article Information

Kata Kunci:
Teka-Teki Silang (TTS), Interaksi Sosial, Bimbingan Klasikal, Penelitian dan Pengembangan

ABSTRAK

Interaksi sosial merupakan aspek penting dalam perkembangan siswa SMA. Namun, hasil observasi awal di SMA Swasta Budi Agung Medan menunjukkan bahwa siswa kelas X-Usman Bin Affan masih mengalami hambatan interaksi sosial, seperti menarik diri, kurang berbaur, dan rendahnya partisipasi kelompok. Penelitian ini bertujuan mengembangkan media permainan *crossword puzzle* sebagai media layanan bimbingan klasikal. Penelitian menggunakan metode *Research and Development* (R&D) dengan model Four-D (4D) yang dibatasi pada tahap *develop*. Subjek penelitian terdiri atas ahli media, ahli materi, guru BK, dan 30 siswa. Data dikumpulkan melalui angket, wawancara, dan observasi, kemudian dianalisis secara deskriptif kualitatif dan kuantitatif. Analisis kebutuhan menunjukkan kebutuhan media sebesar 85,41% dan kebutuhan interaksi sosial siswa sebesar 81,66%. Validasi ahli media memperoleh 82% dan ahli materi 96,2% dengan kategori sangat layak. Uji kepraktisan memperoleh respons guru BK 85,4% dan siswa 85% dengan kategori sangat praktis. Media *crossword puzzle* layak dan praktis digunakan sebagai alternatif media layanan bimbingan dan konseling untuk meningkatkan interaksi sosial siswa SMA.

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1. Introduction

Guidance and counseling (BK) services in schools have an important role in helping students achieve optimal development in personal, social, learning, and career aspects [1], [2]. At the high school level, social interaction is one of the important aspects in student development because through social interaction students can establish relationships with peers, communicate, work together, and adjust to the school environment. [3], [4] Explains that social interaction is a dynamic social relationship between individuals and individuals, individuals to groups, and groups to groups characterized by social contact, communication, and cooperation.

At the high school level, social interaction is a very important aspect in supporting adolescent development, both socially, emotionally, and academically. Social interaction allows students to establish relationships with peers, develop communication skills, and learn to work together in various learning activities [5], [6]. In addition, through social interaction, students can form their self-identity, increase their self-confidence, and adjust to the social environment at school. Positive interaction also contributes to the creation of a conducive learning atmosphere, so that students are more active, participatory, and motivated in participating in the learning process [7], [8]. On the other hand, the lack of social interaction can cause students to become passive, have difficulty adapting, and experience obstacles in their social and emotional development. Therefore, social interaction at the high school level is an important component that needs to be developed to support the success of learning and the formation of students' personalities [9], [10].

Based on the results of initial observations and interviews with BK teachers at Budi Agung Private High School in Medan on March 2, 2026, it was found that students of class X-Uthman Bin Affan still experienced several obstacles in social interaction. These obstacles can be seen from the existence of students who tend to withdraw, are reluctant to blend in, lack the courage to talk to their peers, and have not actively participated in group activities. This condition is in line with the findings [11] that about 30%–45% of students are in the low social interaction category, as well as the findings [12], [13] which shows that around 35% of students experience social communication barriers in the school environment. Before the media was developed, the researcher first conducted a needs analysis of students. The results of the needs analysis showed that the need for game media obtained a score of 820 out of a maximum score of 960 or 85.41%, which is included in the category of very needed.

Meanwhile, the results of the analysis of students' social interaction conditions obtained a score of 784 out of a maximum score of 960 or 81.66%. These results show that students need media that can be used in BK service activities while providing opportunities for students to actively interact with their peers. Thus, the percentage of the results of the needs analysis is the initial basis for researchers to determine media that is in accordance with the characteristics and needs of students. This condition shows the need for BK service media that not only conveys material verbally, but also provides space for interaction practice. Media in guidance and counseling services can help convey messages to be more concrete, interesting, and encourage student involvement [14], [15]. The use of games can also create more participatory activities and give students hands-on experience [16], [17].

One of the media that can be used in classical tutoring services is game media. The use of game media can create a more interesting service atmosphere and provide opportunities for students to be directly involved in activities [18], [19]. The media plays an important role in increasing the effectiveness of services because it helps students understand the material in a more concrete and engaging way, as well as increasing the active participation of students [20], [21]. *Crossword Puzzle* It was chosen because of its game characteristics allowing students to read instructions, find answers, convey ideas, discuss, listen to friends, and solve puzzles together. Research on the use of puzzle games in BK services shows that games can be used as a means to support students' social interactions [22], [23]. Studies on *Crossword Puzzle* It also shows that this media can be used as an interesting activity and involve students in the learning process [24]. In the context of collaboration, group activities can provide opportunities for students to communicate, share roles, and accomplish common goals [25]. Based on the results of the needs analysis, the researcher developed a game media *Crossword Puzzle* as a supporting media in classical guidance services for social interaction of grade X students at Budi Agung Private High School Medan.

The media developed is designed in the form of game posters that are used in groups so that each student has the opportunity to participate in the game process. The development of this media is expected to be one of the alternative media in the implementation of BK services that are in accordance with the needs of students. Based on this description, this study aims to: (1) describe the results of the analysis of the needs of the development *of Crossword Puzzle game media* for social interaction of students of class X-Utsman Bin Affan of Private High School Budi Agung Medan; (2) describe the development process of *Crossword Puzzle game media*; and (3) determine the level of feasibility and practicality of the developed media.

2. Research Methods

This study uses a Research and Development (R&D) approach with a Four-D (4D) development model proposed by Thiagarajan, Semmel, and Semmel, consisting of the define, design, develop, and disseminate stages (Slamet, 2022). The development process in this study is limited to the develop stage, so it focuses on testing the validity and practicality of the media without a broad effectiveness test (Lukman et al., 2021). The research was carried out at the Budi Agung Private High School in Medan, Jl. Platina Raya No. 7A, Medan Marelan District, Medan City. The needs analysis was carried out on March 2, 2026, and the limited trial was carried out on July 21, 2026. The research subjects consisted of one media expert validator, one material expert validator, one Guidance and Counseling teacher, and 30 students of class X-Usman Bin Affan who were divided into 5 small groups of 6 students. The selection of subjects was carried out purposively.

The define stage is carried out through the identification of student needs, social interaction conditions, user characteristics, and media needs. The design stage includes the preparation of product designs, game rules, questions, group divisions, and supporting devices. The development stage includes expert validation, product revision, and limited trials. The product is in the form *of a Crossword Puzzle poster* that is used directly by

students in groups. A total of 30 students were divided into five groups, each consisting of six students. The research instruments included BK teacher interview guidelines, student media needs analysis questionnaires, observation sheets, media expert and subject matter expert validation sheets, BK teacher and student response questionnaires, and media implementation observation sheets. The instrument used a 4-point Likert scale without neutral choices. Qualitative data was analyzed descriptively through data reduction, data presentation, and conclusion drawn. Quantitative data is analyzed by calculating the percentage score using the formula:

$$P = (\Sigma X / \Sigma Y) \times 100\%$$

P = percentage, ΣX = the number of scores obtained, and ΣY = the maximum number of scores (Arikunto in Achmad, 2021; Jalil et al., 2023). The categories of validity and practicality interpretation are presented in Table 1.

Percentage	Validity Categories	Categories Practicality
81–100%	Highly feasible/valid	Very practical
61–80%	Eligible/valid	Practical
41–60%	Less qualified/valid	Less practical
21–40%	Not qualified/valid	Impractical

Table 1. The Media Validity and Practicality Interpretation Category is declared successful if the validation results of media experts and subject matter experts each reach a minimum percentage of 61%, and the results of the response questionnaire of BK teachers and students each reach a minimum percentage of 61%.

3. Results and Discussion

Results Needs Test

The needs test was carried out on March 2, 2026 through a questionnaire analyzing students' media needs, interviews with BK teachers, and initial observations. The media needs questionnaire was given to 30 students and included four dimensions, namely media needs, student characteristics, media availability, and learning motivation. The results of the questionnaire obtained a score of 820 out of a maximum score of 960 with a percentage of 85.41%, being in the category of being needed. In addition, the analysis of students' social interaction needs which includes three aspects of social contact, communication, and cooperation obtained a score of 784 out of a maximum score of 960 with a percentage of 81.66%.

These results show that students' social interaction is quite good, especially in terms of communication and cooperation, but there are still students who are not optimal in starting interactions, expressing opinions, and sharing tasks in groups. The results of interviews with BK teachers reinforce these findings: students of class X-Usman Bin Affan are still in the adjustment stage because they have just entered the high school environment, so some students feel awkward to interact, while game media that specifically train social interaction is not yet available at school. These findings confirm the need for the development of group-based crossword puzzle game media as an alternative to classical guidance service media.

Product Development Description

The product developed is a 30 cm × 30 cm poster crossword puzzle game media made of Glossy Photo Paper, equipped with a guidebook, markers/twinpens, game rules, a list of questions and answers, a group role division and rotation system, and teacher and student reflection sheets. The media is designed to be used in a duration of 40–45 minutes which is divided into the orientation stage (10 minutes), game implementation (20–25 minutes), and reflection (10 minutes).

The implementation of the game involved 30 students who were divided into 5 groups of 6 students. Each group received a poster *crossword puzzle* and marker to compile an answer together based on questions related to social interaction materials (communication, cooperation, tolerance, empathy, and respect for friends). After the initial prototype was compiled, the subject matter expert provided input that the poster be laminated so that it could be used repeatedly without leaving a trace of marker ink; this revision did not change the main shape of the media.

Product Feasibility and Practicality Test Results

The validation of media experts was carried out by Fitria Umami, M.Pd., while the validation of material experts was carried out by M. Putra Dinata Saragih, M.Pd. The validation results are summarized in Table 2.

Assessment Aspects	Acquisition Score	Maximum Score	Percentage	Categories
Media Expert Validation	82	100	82%	Highly Worth It
Subject Matter Expert Validation	77	80	96,2%	Highly Worth It
BK Teacher's Response	41	48	85,4%	Very Practical
Student Response	1224	1440	85%	Very Practical

Table 2. Summary of Media Practicality Validation and Test Results. The results of the media expert's validation showed that the display, layout, font size, color, ease of use, game rules, and group division system were suitable for use in the BK service, without further revision records from media experts. The material expert assessed that the content of the media was in accordance with the purpose of the guidance and counseling service as well as social interaction indicators, with one suggestion for improvement, namely poster lamination.

After being declared feasible, the product was tested on a limited basis on Tuesday, July 21, 2026. The BK teacher's response questionnaire consisted of 12 statements that included ease of use, tool safety, timeliness, media appeal, and material relevance, obtaining a percentage of 85.4% (very practical). The student response questionnaire consisted of 12 statements related to interest, ease of use, comfort, courage to play with friends, and desire to participate in similar activities, obtaining a percentage of 85% (very practical). In particular, 72 out of 90 student responses (SS+S) to the statements "Crossword *Puzzle* games help me interact with others" and "I can interact more with friends" showed very positive responses. The high feasibility and practicality of the media is inseparable from the development process that is carried out systematically, starting from needs analysis, prototype design, expert validation, to revision based on validator input. The results of the study show

that the crossword puzzle game media meets the feasible and practical criteria to be used as a medium for guidance and counseling services.

Discussion

Development of Crossword Puzzle Game Media for Social Interaction of Class X Students at Budi Agung Private High School Medan

The results of the study show that the development of *crossword puzzle game media* as a classical guidance service medium is based on the existence of students' needs for media that can support the increase in social interaction. Based on the results of the needs test, the percentage of media needs was 85.41% and the students' social interaction needs were 81.66% which are included in the category of very needed. These findings show that although students' social interaction skills have developed, there are still aspects that need to be strengthened, especially in the courage to initiate communication, express opinions, work together, and build positive relationships with peers.

This condition is in accordance with the developmental characteristics of high school grade X students who are in the transition phase from junior high school to high school. During this period, students face the demands of adjusting to a new environment, forming relationships with peers, and developing social communication skills. According to Hurlock, adolescence is an important period in social development because individuals begin to expand social relationships outside the family and build acceptance in peer groups. If the social adaptation process does not run optimally, students can experience obstacles in the form of withdrawal tendencies, lack of confidence in communication, and low involvement in group activities.

The findings of this study are in line with research conducted by [26] which shows that students' low social interaction can be influenced by the lack of opportunities for students to communicate and cooperate in group activities. The research confirms that guidance and counseling services need to use a more active and participatory approach so that students gain hands-on experience in building social relationships. Therefore, the use of game media in BK services is one of the relevant strategies to create a more attractive service atmosphere and actively engage students.

Game media development *Crossword Puzzle* is one of the alternatives because games have interactive, fun characteristics, and encourage social involvement between group members. Through game activities, students not only try to find answers, but also communicate, exchange opinions, divide tasks, and appreciate the contributions of group members. This is in line with the concept of social interaction which includes aspects of social contact, communication, and cooperation. Research [27] It also shows that the use of game media in classical tutoring services is able to increase student engagement because play activities can reduce boredom and create more natural interactions between students.

The product developed is in the form of posters *Crossword Puzzle* 30 cm × 30 cm in size which is equipped with a guidebook, game rules, a list of questions and answers, a group role division and rotation system, and a reflection sheet. The completeness of these components shows that the media not only functions as a game tool, but also as a supporting device for the implementation of classical guidance services. The role sharing system in the game provides equal opportunities for all students to participate so as to minimize the dominance of certain students in the group. This supports the opinion [28] Regarding the importance of social interaction in the learning process, the development of individual abilities can take place through collaborative activities with their social environment.

The validation results showed that the media obtained a very feasible category with a percentage of validation of media experts of 82% and material experts of 96.2%. The high validation results showed that the products developed had met the aspects of display feasibility, ease of use, suitability of materials, and relevance to the goals of guidance and counseling services. These results were strengthened by research [29] which states that game-based BK media needs to meet design aspects that are attractive, easy to use, and have a compatibility between game activities and service objectives so that they can be applied optimally in schools.

In the material aspect, the validation results showed that the content of the game was in accordance with the indicators of social interaction, such as communication, cooperation, tolerance, empathy, and respect for friends. This shows that *Crossword Puzzle* Not only is it an entertainment activity, but it can also be a means of conveying social values and skills. Research [30] found that educational game media in BK services can help students understand social concepts more concretely because students learn through direct experience rather than just receiving verbal explanations.

The material expert's advice regarding poster lamination shows that media development needs to consider the sustainability aspect of use. Lamination allows media to be used repeatedly in BK service activities without reducing product quality. This shows that the development process not only pays attention to theoretical aspects, but also practical aspects so that media can be applied in real conditions in schools. Furthermore, the results of the practicality test showed a positive response from BK teachers of 85.4% and students of 85% with the category of very practical. The response of BK teachers showed that the media was easy to use, had an implementation duration that was in accordance with classical guidance services, and helped create more varied service activities. Meanwhile, the students' responses showed that games were able to increase interest, comfort, and courage to interact with friends.

These results support the research [31] which states that game media in BK services can increase student motivation and participation because it provides a more active learning experience compared to the lecture method. The findings of this study reinforce that the use of game-based media can be an effective strategy in guidance and counseling services. In contrast to conventional approaches that are more centered on the delivery of information by teachers, games provide opportunities for students to learn through hands-on experience (*experiential learning*). In the process of playing, students indirectly practice social skills such as listening to other people's opinions, conveying ideas, solving problems together, and building cooperation.

Thus, the *crossword puzzle game media* developed has met the feasibility and practicality criteria as a classical guidance service medium to improve social interaction of grade X students of Budi Agung Private High School Medan. The results of this study show that game-based media innovation can be an alternative for BK teachers in dealing with the problem of social adaptation of students in the early days of entering high school. The next study is recommended to conduct an effectiveness test with an experimental design to determine the effect of the use of

crossword puzzle media on improving students' social interaction in a more measurable manner.

4. Conclusion

Based on the results of research and development, it can be concluded that: (1) the results of the needs test show that the media *for crossword puzzle games* is urgently needed (85.41%), while the condition of students' social interaction is at a percentage of 81.66% and still needs development; (2) media development is carried out through a 4D model which is limited to the development stage, producing products in the form of *crossword puzzle posters* along with manuals, game rules, and reflection sheets; and (3) the media is stated to be very feasible based on the validation of media experts (82%) and material experts (96.2%), and very practical based on the responses of BK teachers (85.4%) and students (85%). Thus, *the crossword puzzle game media* is feasible and practical to be used as an alternative to the classical guidance service media to improve social interaction of high school students.

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