QUR'AN HADITH TEACHER'S STRATEGIES IN ENHANCING VOCABULARY UNDERSTANDING USING CROSSWORD PUZZLE MEDIA

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ABSTRACT

This study aims to determine the strategies used by Al-Qur'an Hadith teachers in providing understanding of vocabulary using Crossword Puzzle media, to determine the learning process of Al-Qur'an Hadith using Crossword Puzzle media, and to determine the evaluation of Al-Qur'an Hadith teachers' strategies in providing understanding of vocabulary using Crossword Puzzle media for fifth grade students of Al-Qur'aniyah Elementary School, South Bengkulu. This study is a descriptive qualitative study. MI Al-Qur'aniyah, South Bengkulu, conducted this study. The research data were collected through observation, interviews, and documentation. The results of this study indicate that teachers utilise crossword puzzle media to make learning more engaging, thereby enabling students to better understand and retain the vocabulary of the Al-Qur'an. By using Crossword Puzzle media, teachers can develop students' creativity in understanding and applying the Qur'anic vocabulary in different contexts. Research indicates that the use of Crossword Puzzle media can enhance students' learning outcomes in the Qur'an and Hadith subjects. The strategy employed by Al-Qur'an Hadith teachers at MI Al-Qur'aniyah involves creating learning devices and lesson plans through lecture, discussion, and Q&A methods. In the evaluation of the learning process using inquiry strategies and crossword puzzle media, the following aspects: 1) Student involvement. 2) Critical thinking skills. 3) Creativity. 4) Collaboration
Keywords: Teacher Strategy, Understanding of the vocabulary, Crossword Puzzle Media

INTRODUCTION

The Quran and Hadith, as primary sources of guidance for life, law, and teachings in Islam, are inextricably linked. The Quran, as the primary source, contains many general teachings. Therefore, the Hadith, as a secondary source, serves to clarify the Quran's generality. This function includes explaining the content and methods of implementing these general teachings to humanity.

The first verse of the Quran was revealed and contains the command to read, conveyed by the angel Gabriel to the Prophet Muhammad (peace be upon him). The repetition of this command highlights the importance of reading skills, as reading is a means of acquiring necessary knowledge, and it is through reading that Allah SWT teaches humanity.

The first verse of the Qur'an that was revealed was Surah Al-Alaq, verses 1-5, which reads:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَۚ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍۚ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُۙ الَّذِيْ عَلَّمَ بِالْقَلَمِۙ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ

"Read with (mentioning) the name of your God who created! He created man from a clot of blood. Read! Your God is the Most Glorious, who teaches (man) with the pen. He teaches man what he does not know."

The verse above conveys the meaning that reading the Al-Qur'an is a foundation that must be established before proceeding with the study of other religious knowledge, and it becomes one of the activities worthy of worship and the best reading for believers. Al-Qur'an and Hadith are two subjects of Islamic religious education, the existence of which is essential for the progress and development of Islamic education in Indonesia, in particular. The Al-Qur'an and Hadith are two guidelines left by Rasulullah SAW for the Muslim community worldwide (Mahmudah, 2017, p. 21).

Al-Qur'an and Hadith is part of the Islamic religious education curriculum, taught to understand and practice the Quran, enabling students to read fluently, translate, summarize its contents, copy and memorize selected verses, and understand and practice selected Hadith as a means of deepening and expanding the study of the Al-Qur'an and Hadith lessons at the Madrasah Ibtidaiyah (Islamic elementary school) and as preparation for advancing to the next level of education.

Despite its importance, not everyone has the opportunity to study it. In formal education, the Al-Qur'an and Hadith are primarily studied in Islamic schools, such as Madrasah Ibtidaiyah (Islamic elementary school), Madrasah Tsanawiyah (Islamic junior high school), and Madrasah Aliyah (Islamic senior high school), among other Islamic institutions. In these schools, Al-Qur'an and Hadith are studied directly through the Al-Qur'an and Hadith course. The Al-Qur'an and Hadith subject in madrasas aims to encourage, guide, develop, and foster skills, as well as cultivate a positive attitude toward the Al-Qur'an and Hadith, which are written in Arabic. As stated in the Qur'an in Surah Yusuf, verse 2, which reads:

اِنَّآ اَنْزَلْنٰهُ قُرْاٰنًا عَرَبِيًّا لَّعَلَّكُمْ تَعْقِلُوْنَ

This means: "Indeed, We have sent it (the Holy Book) down as an Arabic Qur'an so that you may understand."

The above verse explains that the Qur'an was revealed in Arabic so that humans could understand it, enabling them to understand both receptively and productively. Receptive ability is the ability to understand others' speech and read written text. Productive ability is the

ability to use Arabic as a means of communication, both verbally and in writing. Arabic language skills and a positive attitude toward Arabic are crucial in helping students understand the sources of Islamic teachings, namely the Qur'an and Hadith, as well as Arabic books related to Islam (Nur, 2024: 85).

The five learning components mentioned above play a significant role in creating engaging learning experiences. Interaction is the reciprocal relationship between teachers and students. This interaction plays a key role in learning. Without interaction, learning would be boring. Equally important, students are a vital component in the learning process. The presence of students is crucial for the learning process. Student presence refers to the extent to which they actively participate in the learning process, a concept closely tied to behavioural, cognitive, and emotional engagement (Salas-Pilco et al., 2022). Recent research in digital and online contexts further emphasises that interactions, whether student-student, student-teacher, or student-content, substantially boost student engagement and motivation (Wu & Mamat, 2022; Rahmadani & Amalia, 2022; Johar et al., 2023).

Teacher factors play a significant role in creating a vibrant learning environment. Their competence undoubtedly influences a teacher's ability to create an engaging learning environment. Teachers who understand various learning models, strategies, and media will be able to engage students actively in learning more easily. Conversely, a passive learning environment can be caused by teachers who are unable or lack understanding of various learning methods appropriate to the material they are teaching.

The learning resources and environment also play a significant role in influencing the effectiveness of ongoing learning. Learning that is limited to a single learning resource and environment will create boredom for students. This boredom will undoubtedly affect their learning motivation, ultimately leading to failure to achieve learning objectives.

However, in reality, passive learning is still commonly found in Qur'an and Hadith instruction. Based on the author's observations at Al-Qur'aniyah Elementary School (MI Al-Qur'aniyah), students show low motivation during the learning process. This is evident from the lack of student focus during lessons, disruptive behaviour, and engagement in off-task activities. Several factors contribute to this low motivation, including student-related factors, teacher-related factors, and inadequate learning facilities. Student-related factors include a limited understanding of the relevance and benefits of learning *mufrodat* (the vocabulary and meaning of Qur'anic verses and hadith), as well as the developmental characteristics of elementary students who are naturally active and easily distracted (Mulyasa, 2021). Teacher-related factors involve the limited use of varied learning models and strategies, ineffective

utilisation of learning media, and a tendency to rely on teacher-centred instruction. These conditions highlight the urgent need for more interactive, student-centred approaches and media-enhanced learning in Qur'an and Hadith education (Hidayatullah et al., 2022; Ahmad & Sari, 2023).

Selecting the right strategy will impact the learning objectives themselves. In principle, teachers are responsible for implementing the teaching and learning process and achieving national goals. As stipulated in Law No. 20 of 2003 concerning the National Education System, Article 3:

> "National education functions to develop abilities and shape dignified character and civilisation in order to enlighten the nation's life. It aims to develop the potential of students to become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

The role of learning media in creating active learning interactions is crucial. Learning media can fulfil three main functions when used in learning: (1) motivating interest or action, (2) presenting information, and (3) giving instructions. In its use, media are used to achieve learning objectives (Nurdyansyah, 2019: 2).

Learning media can also be used to channel information to students and encourage them, under certain conditions, to engage in learning activities that help achieve learning objectives. Furthermore, learning media can also aim to assist and stimulate student interest in learning activities. Learning media are expected to achieve learning effectiveness and learning objectives (Nasron, 2024, p. 14).

Learning media refers to any resource that can be used to support the teaching and learning process, thereby engaging students and increasing their interest in participating. This is also supported by expert opinion. Learning media is a tool used to assist the learning process. Learning media refers to any tool that can be used as a channel to convey messages and achieve learning objectives (Nurlaili, 2024: 8).

Judging from this function, learning media are essential for implementing learning in every subject, including the Qur'an and Hadith. As an important subject that can often be difficult for students, it presents a greater challenge for teachers of the Qur'an and Hadith. Teachers and education activists have made numerous efforts to incorporate engaging learning media into teaching the Qur'an and Hadith (Nuzula, 2024: 827).

A teacher's creativity in selecting learning media is directly proportional to the success of Arabic language learning. One medium that is potentially effective in achieving learning objectives is the crossword puzzle. Crossword puzzles are a game where players fill in empty

square spaces with letters to form words that match the clues. Furthermore, completing crossword puzzles, commonly known as "Teka-Teki Silang" (TTS), is truly enjoyable. Given the relaxed nature of crossword puzzles and their emphasis on word similarities and differences, they are highly suitable for use as a tool for students to practice in class, provided by teachers, without the monotony of standard questions (Novalyo Suranda, 2024: 98).

Crossword puzzles, commonly known as "teka teki lintas" (crossword puzzles), are a word game that can enrich students' vocabulary. The application of crossword puzzles, also known in Indonesia as "teki lintas" (crossword puzzles), is expected to increase student interest and engagement in Arabic language learning, particularly among those with intermediate to advanced Arabic vocabulary proficiency. The Crossword Puzzle is an educational game that can be used as one of the best ways to teach (Oktarika, 2024, p. 87).

Based on the background of the problem and alternative solutions above, the author is interested in conducting research with the thesis title "Strategies of Al-Qur'an Hadith Learning Teachers in Providing Understanding of Vocabulary by Using Crossword Puzzle Media for Class V Students of MI Al-Qur'aniyah Bengkulu Selatan".

LITERATURE REVIEW

Definition of Strategy

In general, strategy refers to a method or process used to achieve a specific goal. Strategy is an incremental (constantly increasing) and continuous action, carried out based on a perspective on the desired goal. Strategy is also defined as the science and art of war when facing an enemy in order to achieve victory (Rahmat, 2019: 7). According to him, strategy determination must begin with an initial analysis, which in practice is outlined in concrete actions on the battlefield.

Strategy is a strategy or plan, as a general outline of the direction for taking action to achieve a predetermined goal (Syaiful, 2018: 1). Many views describe the meaning of the word strategy, in this case indicating the abstract characteristics of a series of actions or several steps and actions engineered in such a way to achieve a specific goal or objective.

Considerations in Selecting a Learning Strategy

In managing learning (teaching), a teacher determines the teaching model, methods, and media to be used. Briefly, managing learning involves creating conditions that foster interaction between students and their environment, including teachers, learning tools, and other relevant resources, in order to achieve predetermined goals. Managing learning (teaching) is a profession where someone takes responsibility for their "expert" experience.

According to Rochmat, managing learning is an art that demands vision, intuition, talent, commitment, and creativity, all of which are inherent in managing learning (teaching). Managing learning (teaching) is also a science, as it requires knowledge and skills that can be learned (Rochmat, 2017: 43).

The goal includes mastering the theoretical and practical elements of teaching preparation. The ability to prepare for teaching is a necessary first step for teachers, as it serves as the culmination of all theoretical knowledge, fundamental skills, and a deep understanding of the learning object and learning situation.

Understanding Teacher Learning

The general pattern of teacher-student behaviour in teaching and learning activities. The nature of the general pattern refers to the types and sequence of behaviours that appear to be used or entrusted to the teacher-student in various learning events. Therefore, a strategy refers to the abstract characteristics of a series of teacher-student actions in teaching and learning events (Edi, 2023, p. 31).

A learning strategy is a structured activity that both teachers and students must implement to achieve learning objectives effectively and efficiently. It represents a general pattern of teacher-student interaction in the teaching and learning process, reflecting the abstract characteristics of their actions. In essence, a learning strategy refers to the deliberate selection of instructional approaches or learner actions that facilitate the attainment of predetermined educational goals (Anderson & Krathwohl, 2020; Putri & Suparman, 2023). These strategies are crucial in determining the direction, quality, and outcome of classroom learning, especially when adapted to the needs and characteristics of students (Siregar, 2021).

From the opinions above, it can be concluded that a learning strategy is an activity or learning process carried out to achieve a goal effectively and efficiently. Here are some examples of learning strategies: Discovery Learning Strategy (DL), Inquiry Learning Strategy (IL), Problem-Based Learning Strategy (PBL), Project-Based Learning Strategy (PjBL), Scientific Learning Strategy (SL).

Understanding the Quran and Hadith

In linguistics, the word "Al-Qur'an" is a mashdar, whose meaning is synonymous with the word "qira'ah" (recitation). The meaning of "qira'ah" in the Quran is as used in verses 17 and 18 of Surah Al-Qiyamah:

اِنَّ عَلَيْنَا جَمْعَهٗ وَقُرْاٰنَهٗ ۚ فَاِذَا قَرَأْنٰهُ فَاتَّبِعْ قُرْاٰنَهٗ ۚ

"Indeed, we must collect it (in your heart) and read it. So, when We have finished reading it, follow the reading."

The word Al-Qur'an was transferred from the meaning of masdar and used as the name of the Mu'jiz Word of Allah, which was revealed to the Prophet Muhammad SAW. So, the word Al-Qur'an is from the form of saying masdar, but what is desired is from the word maf'ul (which is read).

Understanding Vocabulary

Vocabulary, or in Arabic, Mufrodat, or English, vocabulary, is a collection of words or vocabulary known by a person or ethnic group and is part of a particular language. Mufrodat is a collection of words that form a language (Mustofa, 2011, p. 61).

Vocabulary (Mufrodat) is a collection of specific words that form a language. A word is the smallest, free-form part of a language. The definition differentiates between a word and a morpheme. A morpheme is the smallest linguistic unit that cannot be divided into smaller meaningful parts and has a relatively stable meaning. Therefore, words are composed of morphemes; for example, the word معلم in Arabic consists of one morpheme. Meanwhile, the word "معلم" has two morphemes: "ال" and "معلم". Words with three morphemes are formed from morphemes, each of which has a specific meaning. For example, the word almu'allim (المعلمون) consists of three morphemes: ون, معلم, and ال.
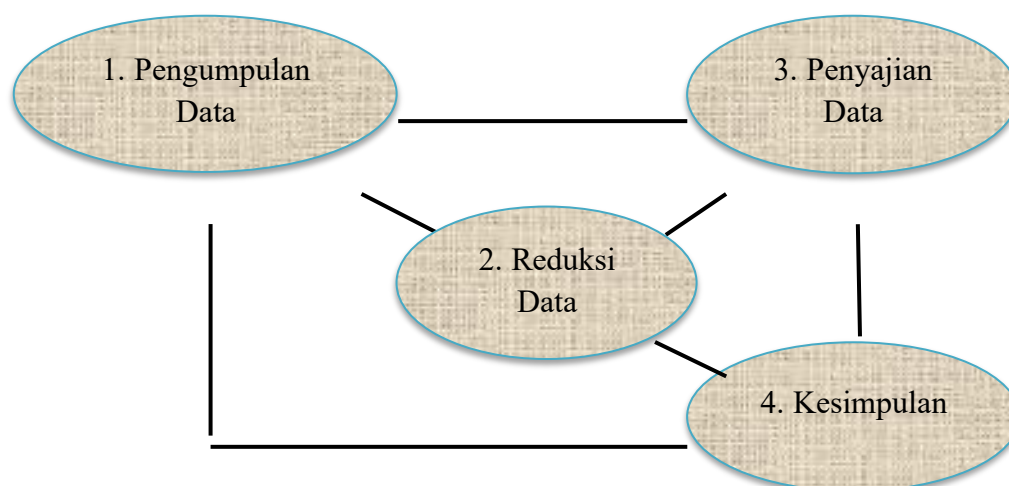
Understanding Crossword Puzzles

The definition of a crossword puzzle, or kata-kata (crossword puzzle), according to the Big Indonesian Dictionary (KBBI), is a game involving filling in answers in blank spaces, beginning with questions in a horizontal and vertical order. An article written by Latifah Dini Istiani in Spektra, Journal of Science Education Studies, also explains that crossword puzzles are ideal learning tools because the questions often involve synonyms, antonyms, definitions, terms, and foreign languages. This game is also considered highly flexible and adaptable to the age and understanding of students, thus refreshing memory and enabling optimal brain function (Istiani, 2016, p. 28).

A crossword puzzle is a game where players fill in the blank spaces with letters to form a word that matches the clue. Besides that, filling in Crossword Puzzles, or commonly called Crossword Puzzles (TTS), is fun, besides helping remember popular vocabulary, it is also helpful for our general knowledge in a relaxed way. Seeing the characteristics of Crossword Puzzles that are relaxed and prioritise the similarities and differences of words, it is very

suitable if, for example, it is used as a means for students to practice in class, given by teachers who are not monotonous, only in the form of standard questions.

RESEARCH METHOD

The type of research the author will conduct is Qualitative Research. Qualitative research is an in-depth approach to understanding social and cultural phenomena from the perspective of research participants (Ibnu Sina, 2024, p. 23). This research was conducted at Madrasah Ibtidaiyah (MI) Al-Qur'aniyah Bengkulu Selatan, located at Jalan Affan Bachsin, No. 13, Pasar Mulia Village, Pasar Manna District, South Bengkulu Regency 38518. The researcher worked according to the field of study that was the object of her research. The researcher collected data inductively and cumulatively, which would later be used to create a more comprehensive report. The report was prepared by grouping similar data and assigning them separate codes. The data were collected through interviews, observations, and documentation (evidence collection, selection, processing, and storage of information). The subjects of this research were the Principal, staff, Al-Qur'an and Hadith subject teachers, and fifth-grade students at MI Al-Qur'aniyah. This research activity is based on the strategy employed by Al-Qur'an Hadith teachers to provide an understanding of vocabulary through the use of crossword puzzles, which attracted researchers to conduct the study. In this activity, the researchers sought information and statements from sources or informants used in this study regarding the issues involved in formulating the research problem. Research data were obtained through observation, interviews, and documentation. In simple terms, the data analysis flow in this study is visualized as follows.

RESULTS AND DISCUSSION

Strategies Used by Al-Qur'an and Hadith Teachers to Provide Vocabulary Understanding Using Crossword Puzzles for Fifth-Grade Students at Al-Qur'aniyah Elementary School in South Bengkulu

Al-Qur'aniyah Elementary School in South Bengkulu is an elementary school that adheres to the standards of religious schools (Madrasah). MI Al-Qur'aniyah offers numerous programs to provide vocabulary understanding using crossword puzzles. The Madrasah's planning emphasises students' ability to understand religious knowledge, aligning it with general knowledge, ensuring that both work hand-in-hand and complement each other.

This planning can be implemented at the beginning of the learning system. For example, the learning materials should also include references to students' ability to understand material related to vocabulary understanding. This ability is crucial for understanding the meaning of the Quran, as students are also provided with lessons that serve as role models for their daily behaviour by the Quran and Hadith. Learning tools serve as a reference for improving student abilities by employing various methods and strategies that maximise their potential in understanding the Mufrodat.

In addition to planning learning tools, a fifth-grade teacher explained that in the Al-Qur'an and Hadith learning system, he utilises several methods and approaches as references to guide students in understanding the material and learning related to the Al-Qur'an. As explained by the Al-Qur'an and Hadith teacher, "In lesson planning, we use a lesson plan that supports the learning process. The reference or basis used is a module that contains strategies, procedures, and methods used in the learning system, such as lectures, question-and-answer methods, and discussions." "The design for improving student abilities is given great attention and maximised in order to develop good and religious personalities."

The existence of a learning plan will assist teachers in implementing the learning system. The learning plan is designed to serve as a basis or reference for teachers in maximising learning and developing students' potential. The process of developing potential and enhancing student abilities is structured and planned as the initial stage of the learning process. The rules of the learning system formulate this basis as a means of optimising student potential.

Teachers must maintain a professional attitude when teaching students. Motivating the class will help students understand and comprehend vocabulary using crossword puzzles. The lesson plan serves as a reference for implementing the lesson. This plan will help teachers conduct the lesson effectively. Once the plan is in place, the next step is implementing it.

From the explanation above, the author concludes that planning in learning the Al-Qur'an and Hadith is essential to improve students' ability to understand the Mufrodat, as emphasised in the Al-Qur'an and Hadith subject. With special attention, it will help students understand the science of the Al-Qur'an, so that teachers can maximize the potential of students. To maximise the determination of actions to be taken in an event or goal, it is essential to prepare a strategy. Strategy is one of the most important ways, and it must be designed and carried out by someone so that the goal is achieved and implemented optimally. Learning strategy is an activity or learning process carried out to achieve an effective and efficient goal. Here are some examples of learning strategies: Discovery Learning Strategy (DL), Inquiry Learning Strategy (IL), Problem-Based Learning Strategy (PBL), Project-Based Learning Strategy (PjBL), Scientific Learning Strategy (SL). In this case, Al-Qur'an and Hadith teachers at MI Al-Qur'aniyah employ the Inquiry Learning Strategy (IL) more frequently.

Implementation of Al-Qur'an and Hadith Learning Using Crossword Puzzles for Fifth Grade Students at Al-Qur'aniyah Elementary School, South Bengkulu

The implementation of crossword puzzles for students at Al-Qur'aniyah Elementary School in South Bengkulu is intended to provide students with a better understanding of vocabulary during the learning process. The learning plan will be applied throughout the learning process.

During the learning process, the teacher will provide motivation and advice related to the material being presented, as well as guidance on how to apply Quranic knowledge to students' daily activities. When students fall behind in material or understanding, they can use recitation, summarising, and practising. This method is efficient because it allows for comprehension, recall, and retrieval of additional material from various sources. It is a method used by teachers to provide explanations through direct application, allowing students to ask questions as needed.

The implementation process carried out by the Al-Qur'an Hadith teacher in the subject is based on the design created in the Module, which will then be developed and implemented during the learning process. The planning stage and the process of implementing Al-Qur'an Hadith learning using Crossword Puzzle media can be done in several steps, such as:

a. Planning Stage
   1) Determining learning objectives: The teacher determines the learning objectives for the Qur'an and Hadith to be achieved using the Crossword Puzzle.

2) Determining material: The teacher determines the Qur'an and Hadith material to be taught using the Crossword Puzzle.

3) Preparing media: The teacher prepares Crossword Puzzle media that is appropriate to the material and learning objectives.

4) Determining learning strategies: The teacher determines the learning strategies to be used, such as group discussions or individual work.

5) Determining evaluation: The teacher determines the evaluation method to be used to determine the effectiveness of the learning.

b. Implementation Stage

1) Media introduction: The teacher introduces the Crossword Puzzle to students and explains how to play.

2) Group formation: The teacher divides students into groups to play the Crossword Puzzle together.

3) Crossword Puzzle work: Students work on the Crossword Puzzle by finding the correct answer to each question in the Al-Qur'an and Hadith vocabulary.

4) Discussion and Q&A: The teacher facilitates a discussion and Q&A about the Quranic Hadith vocabulary in the Crossword Puzzle.

5) Reinforcement and motivation: The teacher provides reinforcement and motivation to students to continue learning and understanding the Quranic Hadith vocabulary.

From the explanation and discussion regarding planning and implementation, it is clear that teachers employ various methods to provide explanations and foster students' understanding of vocabulary. The learning system for the Al-Qur'an and Hadith subject at MI Al-Qur'aniyah utilises a system of studying verses or content from the Qur'an and Hadith.

From the explanation and interview results above, it can be concluded that the activities of Al-Qur'an and Hadith teachers in implementing vocabulary understanding using crossword puzzles for students at MI Al-Qur'aniyah Bengkulu Selatan, as clarified by the author, are as follows:

a. Motivating students in class.

At the beginning of the lesson, the Al-Qur'an and Hadith teacher provides motivation or advice to students about the importance of Quranic knowledge in everyday life. This activity aims to enable students to apply the knowledge they have learned in social life, especially in practising Quranic knowledge. Although it begins with simple steps, students will eventually develop a habit of practising the knowledge conveyed by

the teacher. This activity is one of the efforts made by the teacher to provide enthusiasm and motivation in learning and to apply it in social life.

b. Using various methods in the learning process

Another effort made by the teacher in providing explanations to students is to use methods developed by the teacher as a means of fostering understanding.

c. Verse memorisation

Another method used by Al-Qur'an and Hadith teachers to improve students' abilities is by providing selected surahs to memorise. By using this method, students will help students understand and measure their ability to understand the vocabulary.

Evaluation of the Al-Qur'an and Hadith Teacher's Strategy in Providing Vocabulary Understanding Using Crossword Puzzles for Fifth-Grade Students at Al-Qur'aniyah Elementary School, South Bengkulu

Evaluation is the final stage in determining the success of a strategy or method. The initial stage is planning, followed by implementation, and the final stage is evaluation. Evaluation activities at Al-Qur'aniyah Elementary School, South Bengkulu, will assess its effectiveness and impact on improving students' Quranic reading and writing skills.

Of the various written assessment tools, true-false, short-answer, and matching tests primarily assess lower-order thinking skills, specifically memory (knowledge). Multiple-choice tests can be used to assess memory and comprehension. Written essay tests require students to remember, understand, and organise their ideas or what they have learned. Students express these ideas in written descriptions using their own words. This tool can assess various competencies.

a. Oral Assessment

Oral tests consist of questions posed verbally by the teacher, prompting students to respond verbally, thus fostering confidence. Answers can be spoken words, phrases, sentences, or paragraphs. Oral tests involve a direct question-and-answer session between the teacher and students. Oral assessments are often used by teachers in the classroom to assess students by asking several questions verbally, which the students also answer verbally.

b. Assignment Assessment

Assignments are assessments conducted by teachers. They can take the form of homework or projects, either individually or in groups, depending on the task's characteristics. When assigning assignments to students, a time limit should be determined.

Understandably, evaluation is a determining factor in the success of planned implementation activities. Students' abilities significantly influence their daily lives. An evaluation will be conducted to the fullest extent possible to address strengths and weaknesses, which can be used to determine how to provide vocabulary understanding through crossword puzzles.

The success of the strategy for providing vocabulary understanding using crossword puzzles will be evaluated and retested to determine whether any changes occur in subsequent implementations. This level of success will be a determining factor in developing learning materials aligned with the subject being taught and the required competencies.

CONCLUSION

First, teachers use crossword puzzles to make learning more active and engaging, making it easier for students to understand and remember Quranic vocabulary. By using crossword puzzles, teachers can foster students' creativity in understanding and applying Quranic vocabulary in different contexts. Research suggests that incorporating crossword puzzles can improve student learning outcomes in Quran and Hadith subjects. The strategy employed by the Quran and Hadith teachers at MI Al-Qur'aniyah involves creating learning tools and modules through lectures, discussions, and question-and-answer sessions.

Second: The process of implementing Al-Qur'an Hadith learning using Crossword Puzzle media at Al-Qur'aniyah Bengkulu Selatan Elementary School can include several steps, namely 1) Planning: Teachers plan learning using Crossword Puzzle media to improve students' understanding of the Mufrodat Al-Qur'an. 2) Media Preparation: Teachers prepare Crossword Puzzle media that are appropriate to the learning material and students' ability levels. 3) Learning: Teachers carry out learning using Crossword Puzzle media, where students are asked to fill in the empty boxes with the appropriate Mufrodat Al-Qur'an. 4) Discussion and Q&A: Teachers facilitate discussions and Q&A between students to improve understanding and clarify concepts that are not yet understood. 5) Evaluation: Teachers evaluate student learning outcomes to determine the level of understanding and ability of students in understanding the Mufrodat Al-Qur'an. By using Crossword Puzzle media, teachers can make Al-Qur'an Hadith learning more interesting and interactive, so that students can more easily understand and remember the Mufrodat Al-Qur'an.

Third: In the learning process, the evaluation of the learning process using inquiry strategies and crossword puzzle media can be done by paying attention to the following aspects: 1) Student involvement. 2) Critical thinking skills. 3) Creativity. 4) Collaboration. Moreover, evaluation of assessment/learning outcomes after learning using inquiry strategies

and crossword puzzle media can be done by paying attention to the following aspects: 1) Increased understanding of concepts. 2) Increased ability to remember. 3) Increased ability to apply. 4) Increased learning motivation

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