USING MOSAIC-BASED PUZZLE MEDIA AS CREATIVE CHARACTER ESTABLISHMENT IN CLASS IV STUDENTS AT SD 43 BANDA ACEH

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ABSTRACT

This study aims to determine whether the use of mosaic-based puzzle media can shape students' creative character. Puzzle media is one of the learning media, learning media is a tool that functions to explain parts of the entire learning program that are considered unclear. Besides that, puzzle media can also be called an educational game because it is not only for playing but also sharpens the brain and trains the speed of thought and hands. The benefit of puzzle media in learning media is increasing cognitive skills. Each human being has its characteristics and character. Character is personality, behaviour, nature, character, temperament and character. Changing or shaping character depending on one's intellectual stimulus or stimulus. Character building can be done but not in a short time, as well as the creative character possessed by each student over time it will be able to develop. The purpose of character building is to be able to develop the ability of students to make good and bad decisions, and maintain and realize goodness in everyday life wholeheartedly. This study uses a qualitative method with a descriptive approach. The research subjects were fourth-grade students at SD Negeri 43 Banda Aceh, totalling 20 people, consisting of 12 female students and 8 students. Data was collected by document study, field observation, and also distributing questionnaires to grade 4 students. Based on the results of the study, it was concluded that there was an influence in the use of mosaic-based puzzle media to shape students' creative character, where 75% of children liked learning mosaic art using Puzzle media is proven by being an active, enthusiastic, increasing curiosity, and also stimulating to be able to complete the tasks given by the teacher.

Keywords: *Media Puzzle, Creative Character*

1. INTRODUCTION

Education is a business and systematic activity in developing the potential of learners. Education is also an effort of society and the nation in preparing their young generation for a better life to develop their potential. Almost all countries will place the education sector as one of the areas that are of great concern to their government programs, and want their citizens to get the best education so that later this human resource will become the most valuable and most important asset for a nation. Prasetiyaningtiyas (2020, pp. 57) states "Education is carried out for the benefit of students not for the benefit of educators, education must be centred on students in the sense that educational activities must be fun for students, but if students are found who are not happy if these actions are beneficial for personal formation the child himself, then this is an educational activity that must be carried out continuously.

According to the Big Indonesian Dictionary KBBI character is defined by character, psychological traits, morals or character that distinguishes one person from another (character). In other words, a character refers to a series of knowledge (cognitive), attitudes (attitudes), and motivations (motivations), as well as behaviours (behaviours) and skills (skills). In accordance with this meaning, a character is synonymous with personality or morals. Hidayati (2018, pp. 65) says "Learning media is a tool that functions to explain parts of the entire learning program that are considered unclear". One of the learning media is *Puzzles*. Zahara (2018, pp. 12) "*Puzzle* is an image that is divided into pieces of images that aim to hone thinking power, train patience, and familiarize the ability to share".

In this basic competency, we learn what is mosaic and the technique of making the mosaic itself. Hasnawati (2016, pp. 227) "Mozaic is a part or branch of fine art, in general people still think that mosaic is the art of painting, sculpture, drawing, even though seen from the form of his work, mosaic is a combination of several fine arts, namely painting, craft art. , decorative arts and drawing". Mosaic works can be in the form of two-dimensional works and three-dimensional works which are done by sticking/glueing small pieces of material.

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According to Pitriani (2020, pp. 61) "Cultural arts and crafts, which are often abbreviated in Indonesian as SBdP, are one of the main materials required in the 2013 curriculum." Some of the aspects in it include aspects of fine arts, music, dance, and skills. The main material in SBdP is not just material but some sections contribute

to the formation of a child's personality as the basis for the formation of commendable morals and good personality.

Based on what the author saw at SD Negeri 43 to be precise in class IV so far in learning, the teacher has never used media other than books, in learning the teacher always uses the lecture method, indeed the use of the lecture method is not always a bad or bad thing, there are good things too by using the lecture method, but not all of the subject matter is suitable for using lecture media, therefore, in deciding what media to use when teaching a teacher's "feel" is needed in applying it, a teacher's thoughts are needed in determining learning media so that the material wants to be delivered to students effectively and create a classroom atmosphere as desired by the teacher. The use of learning media in the teaching and learning process can arouse students' enthusiasm for learning. The use of learning media in the early stages of learning will greatly assist the learning process and convey messages from the subject matter. With learning media the learning process will seem interesting and fun. Therefore it can be seen how the positive side is in the use of learning media, in this case, the researcher will focus on learning the art of mosaic where the art of mosaic is the activity of attaching pieces of material such as paper, cloth, grains to the desired media, now this activity is almost the same as activities on puzzle media, in this study the author wants to develop and maximize puzzle media in mosaic art material for fourth-grade elementary school students, it is hoped that by using this media the material brought will be more easily stimulated and understood by students in learning and forming character creative students.

Based on the background above, the authors are interested in conducting research with the title "Use of Mosaic-Based Puzzle Media as an Effort to Form the Creative Character of Grade IV Students at SD Negeri 43 Banda Aceh". Based on the explanation and background that has been presented above, the formulation of the problem in this study is "Can the use of mosaic-based puzzle media shape the creative character of grade IV students at SDN 43 Banda Aceh?" The purpose of the research in this thesis is to find out how the use of mosaic-based puzzle media forms the creative character of fourth-grade students at SD Negeri 43 Banda Aceh.

2. THEORETICAL BASIS
2.1 Instructional Media
All efforts will be made to create a pleasant learning atmosphere and achieve learning goals so that teaching and learning activities are not boring by relying only on the teacher's role in explaining all the material (lectures), therefore learning media is very necessary. According to Alwi (in Zahara 2018, p. 11) "is a tool used to channel messages or information from the sender to the order recipient". The word media comes from the Latin medius and is the plural form of the word medium which means intermediary or messenger from the sender of the message. There are many types and kinds of learning media. Starting from the simplest and cheapest to the most sophisticated and expensive media. There are media made by the teacher himself, there are media produced by the factory. Hidayati (2018, p. 65) says "Learning media is a tool that functions to explain parts of the entire learning program that are considered unclear. Learning material will be clearer if learning media is used. So the learning media is not to explain the whole subject matter, but only some that are not clear. One of the learning media is Puzzles. Zahara (2018, p. 12) "Puzzle is an image that is divided into pieces of images that aim to hone thinking power, train

patience, and familiarize the ability to share". Widiyana (2019, p. 356) states "that puzzle learning media can increase student learning concentration. Based on the theories above, it can be concluded that using puzzle media can stimulate student learning, increase children's curiosity about the material provided, and increase concentration. Based on some of the opinions above, it can be concluded from theories regarding the advantages and disadvantages of puzzle media in its use as a learning medium, namely, even though there are still deficiencies in puzzle media, there are more advantages or advantages of this media which makes it easier, makes the teacher's work easier and of course for these students there are many positive results such as making children more active in learning, increasing curiosity about learning material, being more interested in learning because it is like playing.

2.2 Mosaic Art
Mosaic art material is available in grade IV SD, many things can be utilized in this art. According to Silviana (2019, p.27), "mosaic is defined as a type of decorative artwork that applies a pasting technique". According to the Big Indonesian Dictionary, mosaic is the art of decorating areas with pieces of coloured hard material arranged and affixed with adhesive. According to Meli (in Silviana 2019: 28) "the notion of the mosaic is the creation of two or three-dimensional works of art that use materials or materials from pieces that are deliberately made by cutting or forming pieces and then arranged by affixing them to a flat surface with how to glue". According to Alexander (in Silviana 2019, p. 28), it has benefits for early childhood including:

a. Shape recognition. In the mosaic activity, the benefit that we can get is that we can introduce children to various geometric shapes, such as triangles, circles, and quadrilaterals.
b. Face recognition. Another benefit of mosaics is that we can make materials/media with a variety of colours that are attractive to children as well as introduce colours to children.
c. Train creativity. Mosaic activities are useful for training the creativity of teachers and children in various forms with various media.
d. Practising fine morale. Mosaic activities are useful for developing fine motor skills because in this activity children use their fingers to pick up small objects and involve the coordination of hand and eye muscles.
e. Emotional training. Because in this activity the child will train his patience and emotions.

Based on the opinions of the experts above, the authors can conclude that the results obtained from the above explanation regarding the art of mosaics are that there are many benefits in this lesson on mosaic art not only as subjects in class but can train children's creativity, children's motor skills, emotional levels and child patience.

2.3 Mosaic-Based Media Puzzle
According to Elan (2017, p. 70) explaining puzzle media is a visual aid or tool to support the learning process that uses puzzles in carrying out learning. According to Situmorang in Husna (2017, p. 67) that a puzzle is a game consisting of pieces of pictures, boxes, letters or numbers arranged like in a game which eventually forms a certain pattern so as to make students motivated to solve puzzles

quickly and precisely. This is in accordance with Husna (2017, p. 67) a puzzle is a type of game in the form of pieces of images whose way of playing is by arranging them so that an image is formed, with the aim of training patience, making it easier for students to understand concepts, solve problems, work together with friends, as well as developing students' motor and cognitive skills.

2.4 Media Puzzle Steps

The steps for using mosaic-based puzzle learning media are:
1. Students are formed into several groups, each group consisting of 4 students.
2. The teacher prepares a mosaic-based puzzle media that has been cut into pieces.
3. The head of the group comes forward to pick up the materials and tools that have been provided by the teacher.
4. Students are creative in making mosaics from the origami paper that the teacher has prepared, and the teacher conveys that the beauty of animals can also be depicted through mosaics.
5. Students work together to complete the work.
6. After completing the work of each group, come to the front of the class to show the results of their work.
7. As a final activity, student's work results are named and posted on large cardboard and displayed in class.

2.5 Character

Every individual has a basic character within them. Mustoip (2018, p. 39) states that "character is generally associated with the character, character, or character possessed by a person as an identity or personality characteristic that distinguishes a person from other people". Maghfiroh (2016, p. 26) The definition of character according to the Language Center of the Ministry of National Education is "innate, heart, soul, personality, character, behaviour, personality, nature, character, temperament, character". According to Habsari (2017, p. 22) states that "the formation of children's character cannot be done in a short time because it requires a long process in a long time. This is also done continuously by using appropriate and effective methods".
Character is the values of human behaviour related to God Almighty, oneself, fellow human beings, and the environment. According to Farida (2016, p. 199) states that "to form character, it starts from education itself. Implementation of character education held in the education system in a country will be different from other countries because the education system held in various countries has characteristics that are in accordance with the background of each country. Sahroni (2017, p. 119) states that "the purpose of the government's version of character education has very noble goals for human life. The objectives are: (1) to form moral Indonesians, (2) to form intelligent and rational Indonesians, (3) to form innovative and hard-working Indonesians, and (4) to form optimistic and confident Indonesians. according to Maghfiroh (2016, p. 31), "Character education aims to improve the quality of implementation and results of education in schools that lead to the achievement of character formation and noble character of students as a whole, integrated and balanced in accordance with graduation competency standards". Based on the explanation above, it can be concluded that regarding the purpose of character building, namely forming students into human beings with good morals. This means achieving the goals of character education in order to create human beings who have noble and disciplined morals.

2.6 Creativity

Every student is curious, and not being able to stay still is a deep drive for creativity. According to Fakhriyani (2016, p. 194) states that "creativity refers to the ability that marks a creative person. Creativity is the modification of something that already exists into a new concept. In other words, there are two old concepts that are combined into a new concept. According to Barron creativity is defined as the ability to create something new. Meanwhile, according to Munandar (in Fakhriyani 2016, p. 194), "creativity is the result of interaction between individuals and their environment". The ability to make new combinations based on data, information, or elements that already exist or are known before, namely all the experiences and knowledge that a person has acquired during his life, whether in the school, family or community environment.

Early age is a world where children play with their creativity. Therefore, according to Fakhriyani (2016, p. 199), "The development of children's creativity cannot be separated from the encouragement of parents, teachers, and the surrounding environment. Efforts to help the development and development of children's creativity, including the following:

1. Try to understand the thoughts and feelings of children
2. Creating a sense of security for children to express their creativity
3. Trying to encourage children to express their ideas without experiencing obstacles, and respect their ideas.
4. Should put more emphasis on the process than the results so that they are able to view children's problems as part of the overall dynamics of their own development.
5. Do not impose certain opinions, views or values on children.
6. Trying to explore the positive aspects of the child and not vice versa looking for the child's weaknesses.
7. Provide an environment that allows children to explore and play without unnecessary restraint.

Based on some of the opinions above, it can be concluded that basically, everyone has the potential to be creative, but what needs to be underlined is how to develop these potential abilities. Creativity is not an inborn ability, but an ability that can be learned and developed. Creativity is important to develop because creativity affects one's life, for example, creativity affects ideas.

2.7 Creative Character

The creative character possessed by each child over time can develop. According to Budiana (2019, p. 332) states that "Character education is one of the main keys for humans to navigate life. There are many people who want to devote all their attention and effort as much as possible to achieve a better and higher education, one of which is through character education the hope of getting a better life will be realized. According to La Moma (2016, p. 28) states that "creative thinking implies perseverance, personal discipline, and attention involving mental activities such as asking questions, considering new information and unusual ideas with an open mind, making connections -relationships, especially between things that are similar, linking one to another freely, applying the imagination to every situation that generates new and different ideas, and paying attention to intuition ". According to Laely & Anisatul (2017, p. 349) "Creative character development in early childhood needs

media that is fun, makes children laugh freely and doesn't create a burden and wants to be done by children". To form a creative character towards creating independence for children, the development of thematic learning cycles includes five aspects of the learning experience as follows:

1) Exploring. Responding to new information, exploring facts with simple instructions, and sharing knowledge with others.
2) Planning. Develop a work plan, identify the tools and materials needed, determine the steps, work design and other plans.
3) Doing/acting. Conduct experiments, and observations, discover, create works and report results, and solve problems.
4) Communications. Communicating/presenting the results of experiments, observations, discoveries, or the results of their work, sharing and discussing.
5) Reflecting. Evaluating the process and results that have been achieved, looking for weaknesses in order to increase the effectiveness of planning.

According to Laely (2017, p. 350), "Children must be trained to think critically about every fact found. Careful in finding problems and creative in coming up with solutions to solve them. Based on the theories described above regarding the development of creative character, it can be concluded that a person's individual creative character can be developed, it can be done at an early age, in elementary school, and this activity is very necessary, as explained in the theory above that thinking creative capabilities desired in the world of work and become a determinant of national excellence.

2.8 The Role of the Teacher
Sumiati (2018, p. 149-150) states that "the role of a teacher is very significant in the teaching and learning process". The role of the teacher in the teaching and learning process includes many things such as teaching class managers, supervisors, motivators, consular, and expolators. The word teacher in the Big Indonesian Dictionary is defined as a person whose job, livelihood or profession is teaching.

2.9 Research Methods
The research approach used in this study is qualitative. The type of research used is descriptive research. This type of research is descriptive, which describes the formation of the creative character of students in class IV SD Negeri 43 Banda Aceh. This research was conducted at SD Negeri 43 Banda Aceh. The time for research was conducted from 11 to 12 September 2022, which is the odd semester of the 2021/2023 academic year. In this study, the subjects were fourth-grade students at SD Negeri 43 Banda Aceh, totalling 20 students consisting of 12 female students and 8 students. As for data processing techniques, researchers use data analysis which was put forward by Juliansyah in Gustina (2020, p. 47), where activities in analyzing data consist of data reduction, data presentation, and drawing conclusions.

3. RESEARCH RESULT

3.1 Results of Observational Data Analysis
Observations were made directly by researchers to see creative dance activities carried out by fourth-grade students at SD Negeri 43 Banda Aceh. Based on the results of observations regarding student activities in learning the art of mosaics, especially in the

formation of creative characters, the data is obtained in table 1 below.

Table 1. Observation Results of Creative Character Assessment Rubric

Number	Assessment Indicator	Very Active	Active	Enough	Less Active	Not Active
1	Is the Mozaic-Based Puzzle Media Active students in giving good and interesting ideas			✓		
2	How active are children in giving good and interesting ideas to friends in using mosaic-based puzzle media		✓			
3	Are students able to actively explore new works according to the directions given by the teacher using puzzle media?		✓			
4	Is it effective in using mosaic-based puzzle media in exploring students according to the		✓			

	directions given by the teacher?					
5	Can students actively seek solutions and ideas with mosaic-based puzzle media?			✓		
6	How actively students can find solutions and ideas needed	✓				
7	In using mosaic-based puzzle media, students are capable of solving a problem		✓			
8	Are students able to find and create original ideas in puzzle media?			✓		
9	What is the impact of the puzzle media in forming active students in finding and creating original ideas?		✓			
10	Are students			✓		

	able to describe and describe each evaluation using mosaic-based puzzle media?					

Source: 2022 research data processing results

The results of the analysis of the research observations above, teaching and learning activities are no longer boring activities in the classroom in today's era. Now learning activities are not only by listening to the teacher explaining in front of the class, many methods can be used in teaching and learning activities, and there are also learning methods that in practice can learn while playing. In this study, researchers used the puzzle method in mosaic art in grade IV at SD 43 Banda Aceh. Media puzzle is one of the learning media in teaching and learning activities, according to Zahara (2018, p. 12) "a puzzle is an image that is divided into pieces of images that aim to hone thinking power, train patience, and familiarize the ability to share".

3.2 Questionnaire Data Analysis Results

1. **If there are parts of the mosaic art lesson that are not clear, I just ignore them**.

Table 4.5 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	1	5%
2	Often	4	20%
3	Sometimes	7	35%
4	Seldom	6	30%
5	Never	2	10%
	Amount	20	100%

Based on table 4.5 described above, an illustration is obtained that the average student's answers are almost balanced, only that sometimes it is more with 7 people (35%), the second most is "rarely" as many as 6 people (30%).

2. **I dare to express opinions or questions if something is not clear**.

Table 4.6 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	5	25%
2	Often	4	20%
3	Sometimes	6	30%

4	Seldom	5	25%
5	Never	0	0
	Amount	20	100%

Based on Table 4.6 described above, it is obtained that 6 people say "sometimes" which is equal to 30%, and the second most are "rarely" as many as 5 people (25%).

3. I prefer not to be asked by the teacher when studying.

Table 4.7 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	1	5%
2	Often	4	20%
3	Sometimes	9	45%
4	Seldom	4	20%
5	Never	2	10%
	Amount	20	100%

Based on Table 4.7 described above, it is obtained an illustration that students who say "sometimes" are 9 people (45%), often and rarely are 4 people (20%) each, never are 2 people (10%), and very often as many as 1 people (5%).

4. I feel embarrassed to answer questions from the teacher.

Table 4.8 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	2	10%
2	Often	1	5%
3	Sometimes	3	15%
4	Seldom	1	5%
5	Never	13	65%
	Amount	very often	100%

` Based on table 4.8 described above, it is obtained an illustration that 13 students (65%) who said "never" said, sometimes 3 people (15%) answered "often rarely" as many as 1 people (5%) and 2 people (10%) who answered very often.

5. I can do the assignments given by the teacher in mosaic art lessons.

Table 4.9 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	3	15%
2	Often	3	15%
3	Sometimes	8	40%

4	Seldom	5	25%
5	Never	1	5%
	Amount	20	100%

Based on Table 4.9 described above, the results show that 8 people (40%) answered "sometimes", 5 people (25%) answered "rarely", 3 children (15%) answered "very often" and often", and 1 person answered never.

6. If the teacher gives a mosaic art lesson, I don't immediately guess what possibilities are created.

Table 4.10 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	1	5%
2	Often	3	15%
3	Sometimes	9	45%
4	Seldom	6	30%
5	Never	1	5%
	Amount	20	100%

Based on table 4.10 which has been described above, it was found that 9 people (45%) answered "sometimes", as many as 6 people (30%) answered "rarely", 3 children (15%) answered "often", and each 1 child answered "very often and never".

7. When the teacher explains orally, I can imagine what the teacher is saying

Table 4.11 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	2	10%
2	Often	8	40%
3	Sometimes	2	10%
4	Seldom	3	15%
5	Never	5	25%
	Amount	20	100%

Based on Table 4.11 above, the answers obtained were 8 children (40%) answered "often", 5 children (25%) answered never, 3 children (15%) answered "rarely", and 2 children each (10%) answered "very often and sometimes".

8. In discussing or discussing a problem, I always have a different response from what was expressed by friends.

Table 4.12 Alternative answers

Number	Alternative Answers	Frequency	percentage

1	very often	7	35%
2	Often	5	25%
3	Sometimes	4	20%
4	Seldom	3	15%
5	Never	1	5%
	Amount	20	100%

Based on the description in Table 4.12, the results show that 7 children (35%) answered "very often, 5 children (25%) answered often, 4 children (20%) answered "sometimes", 3 children (15%) answered " rarely", and 1 child (5%) answered "never.

9. **When working on mosaic art, I can think of ways to accomplish things that I never thought of.**

Table 4.13 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	3	15%
2	Often	1	5%
3	Sometimes	12	60%
4	Seldom	3	15%
5	Never	1	5%
	Amount	20	100%

Based on Table 4.13 which has been described above, it was found that 12 children (60%) answered "sometimes", 3 children each (15%) answered "very often and rarely", and 1 child each (5%) answered "often and never".

10. **I have a different way of thinking from other friends.**

Table 4.14 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	1	5%
2	Often	7	35%
3	Sometimes	7	35%
4	Seldom	1	5%
5	Never	4	20%
	Amount	20	100%

Based on Table 4.14 above, the answers were obtained that each of the 7 children (35%) answered "often and sometimes", 4 children (20%) answered "never, and each 1 child (5%) "very often" and rare".

11. **I don't try to find a new solution after hearing the teacher's directions**.

Table 4.15 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	4	20%
2	Often	4	20%
3	Sometimes	5	25%
4	Seldom	3	15%
5	Never	4	20%
	Amount	20	100%

Based on Table 4.15 which has been described above, 5 children (25%) answered "sometimes", 4 children (20%) answered "very often, often, and never", and 3 children (15%) answered "rarely".

12. **I am not happy if I have not responded to the teacher's questions or friends' questions**

Table 4.16 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	0	0
2	Often	4	20%
3	Sometimes	7	35%
4	Seldom	4	20%
5	Never	5	25%
	Amount	20	100%

Based on table 4.16 which has been described above, 7 children (35%) answered "sometimes", 5 children (25%) answered "never", and 4 children (20%) each answered "often and rarely ".

13. **I try to do all the tasks as well as I can, even if it's a group assignment**

Table 4.17 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	7	35%
2	Often	7	35%
3	Sometimes	4	20%
4	Seldom	0	
5	Never	2	10%
	Amount	20	100%

Based on Table 4.17 which has been described above, the answers obtained from 7 children (35%) "respond very often and often", 4 children (20%) answered "sometimes", and 2 children (10%) answered "no Once".

14. **I do more than what is told in my group.**

Table 4.18 Alternative answers

Number	Alternative Answers	Frequency	percentage
1	very often	6	30%
2	Often	3	15%
3	Sometimes	6	30%
4	Seldom	5	25%
5	Never	0	0
	Amount	20	100%

Based on Table 4.18 described above, getting answers from 6 children (30%) answered "very often and sometimes", 5 children (25%) answered "rarely", and 3 children (15%) answered "often". Based on the results of the descriptions given above and the addition of tables in each questionnaire question, the results obtained from 20 grade IV students at SD Negeri 43, 15 students got a percentage in an active position, and 5 children were in an inactive position. Observations that were obtained by researchers while in the field were that children were happy and enthusiastic to take part in mosaic art lessons using puzzle media. after being given instructions on how to learn to use this media, the children looked impatient to immediately start learning activities using puzzle media.

3.3 Discussion of Research Results

This research was conducted to find out the formation of creative character in fourth-grade students at SD Negeri 43 Banda Aceh. The data needed to analyze problems is obtained through observation and questionnaires, as we understand that in the teaching and learning process, the teacher plays a very important role. Students must still get guidance and direction to be able to study well, especially in creative characters. Based on the acquisition of the results of observations made by researchers, it can be seen that using mosaic-based puzzle media to shape the creative character of Grade IV students at SD Negeri 43 Banda Aceh is carried out very well.

According to Budiana (2019, p. 332) states that "Character education is one of the main keys for humans to navigate life. Many people want to devote all their attention and effort as much as possible to achieve a better and higher education, one of which is through character education the hope of getting a better life will be realized. This is also in accordance with the results of this study, which uses puzzle media to make it easier for teachers to find out the creative character of students. According to Zahara (2018, p. 12), A puzzle is an image that is divided into pieces of images that aim to hone thinking power, train patience, and familiarize the ability to share. In addition, media puzzles can also be called educational games because they are not only for playing but also sharpen the brain and train the speed of thought and hands.

Furthermore, based on the results of the questionnaire data analysis, it was found that 15 children received "active" information with a percentage range from 62.6% to 73.9%, and more than half of the respondents were active in teaching and learning activities using the media, to be precise, ¾ students were active. Observations in the field found by researchers, that students enjoy learning using this media because it is like playing while learning, namely by presenting clear material when given, pictures that are liked by children, and moreover the activities of compiling puzzles are carried out in groups. the class atmosphere becomes more lively, makes more communication with group mates, asks a lot of questions with the teacher in front of the activities using the given puzzle media, and makes children interested in participating in teaching and learning activities. The results of the questionnaire given to the respondents obtained the result that 5 children were less active, namely the percentage ranging from 58.2% to 60%, the observations obtained by the researchers during these learning activities, there were children who were busy scribbling on books, there were those who were sleepy, there were those who were concentrating divided because he saw children from other classes resting. The results given in the paragraph above mean that the use of puzzle media forms students' creative character, that is, as many as 75% of children are active in the influence of puzzle media in shaping children's creative characters.

4. CONCLUSION

Based on the results of data analysis and discussion that has been described in previous chapters regarding the use of mosaic-based puzzle media as an effort to form the creative character of fourth grade students at SDN 43 Banda Aceh, the results of the study indicate that the use of mosaic-based puzzle media can shape the creative character of grade-4 students. IV SDN 43 Banda Aceh, as evidenced by the results of the questionnaire, it was found that 15 children were active and 5 children were less active. This study shows that using puzzle media in mosaic art can shape the creative character of students, shown by the enthusiasm of the children in following the directions given, evidenced by the time the questionnaire was given, 75% of the children were active in participating in the lesson.

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