



The Influence of Cooperative Learning Models Scramble Types on Student Learning Outcomes on Thematic Learning in Primary Schools

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ABSTRACT

This research aims to determine the effect of the scramble type cooperative learning model on student learning outcomes on the theme Caring for Animals and Plants class II SDN 040515 Tiga Meeta for the 2023/2024 Academic Year. The research method used is an experimental method with a quantitative research type. To obtain the required data, a test instrument of 32 questions is required. The total research sample was 30 students. To determine students' initial abilities, researchers conducted a PreTest with an average score of 59.3 which fell into the category of not meeting the specified KKM. The results of the PostTest have improved from the PreTest results given previously with the average student score reaching 80 in the good category. It can be said that the level of success in student learning outcomes has increased as evidenced by the results of the correlation coefficient test calculation, which obtained $r_{count} \geq r_{table}$ results with results of $0.799 \geq 0.361$. The value obtained $t_{count} > t_{table}$ ($7.021 > 1.697$). So it can be concluded that there is a positive and significant influence between the scramble type cooperative learning model on student learning outcomes.

Keywords: scramble type cooperative learning, student learning outcomes

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INTRODUCTION

Etymologically, education comes from the word "Paedagogie" from Greek, consisting of the words "paes" meaning child and "agogos" meaning to guide. So Paedagogie means guidance given to children. In Roman, education comes from the word "educate" which means to bring out something from within. Meanwhile, in English, education is termed "to educate" which means to improve morals and train intellectuals. According to the Education System Law of the Republic of Indonesia No. 20 of 2003 Chapter I article 1 (paragraph 1) states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by oneself, society, nation and state." From this explanation, we can understand that the education we undertake with effort and process can equip us for a future life that can be beneficial for ourselves, our families and society.

In this case, it means that in practice, education aims to create an active learning atmosphere so that it can increase all the potential that exists within students. Improving student growth and development can be done by providing teaching, guidance, training or habituation aimed at developing students' personalities and abilities in a better direction. The educational process in schools is found in the learning carried out by educators to students. This learning is the most important and main thing. The success of students depends on the learning carried out by the teacher. From this, we know that teachers play an important role in the success of students

and are required to provide all existing knowledge to students sincerely and selflessly, so that students will be successful in pursuing their education.

Apart from the teacher factor, improving the quality of education cannot be separated from the student factor because students are the central point of the learning process. Therefore, improving the quality of education must also be followed by improving the quality of students. Improvements in student quality can be seen at the level of student learning outcomes. Learning outcomes are the achievements obtained by students and show changes in behavior and abilities after learning. In the learning process there are many factors that influence the determination of learning outcomes, these factors consist of internal and external factors, one of which is the quality of learning. In theory, the quality of learning greatly influences the success of learning. So the quality of learning has a direct relationship with learning outcomes. This means that the higher the quality of learning, the higher the learning outcomes obtained.

For a student, getting good learning results is a matter of pride. Students who get good learning results will always try to maintain and improve the learning results they have obtained. However, getting good learning results is not easy. Because student learning success is influenced by several factors and requires great effort to achieve it. Based on interviews with class II homeroom teachers, the test scores of 30 students showed that in the Indonesian language subject there were 19 students who had not reached the KKM and in the Mathematics subject there were 20 students who had not reached the KKM.

Table 1. Test scores of class II students at SD Negeri 040515 Tiga Meeta

Subjects	KKM	The number of students	Percentage (%)	Completeness statement
Indonesian	< 75	19	63.34%	Not Completed
	≥ 75	11	36.66%	Complete
	Amount		100%	
Mathematics	<75	20	66.67%	Not Completed
	≥ 75	10	33.33%	Complete
	Amount		100%	
SBDP	<75	17	56.67%	Not Completed
	≥ 75	13	43.33%	Complete
	Amount		100%	

Source: Data from Class II Teachers at State Elementary School 040515 Tiga Meeta

Based on the table above, it is known that only 36.66% of the daily test scores for the Indonesian Language subject were completed and 33.33% were completed for the Mathematics subject. Based on interviews with class II homeroom teachers for students who have not yet completed the KKM score, remedial measures are applied so that students can achieve the KKM score. From the problems in class II are that student learning outcomes are still low, therefore researchers use the scramble learning model to improve student learning outcomes. The reason why researchers use the scramble learning model is because this model emphasizes practice questions in the form of games that are done in groups to make it easier to find solutions to problems.

Based on the background above, the researcher is interested in the title "The Influence of the Scramble Type Cooperative Learning Model on the Learning Outcomes of Class 2 Students on the Theme of Caring for Animals and Plants at SDN 040515 Tiga Meeta, Karo Regency".

LITERATURE REVIEW

Scramble Type Cooperative Learning Model

Learning that can make students active is very necessary to be able to develop students' character of responsibility and discipline. Implementing the Scramble model is one solution. The Scramble model allows students to play an active role in learning. In the Scramble learning model, students learn in groups where something done in a group is the responsibility of the individual as a member of the group so that it can develop students' responsible character. According to Shoimin (2019:166) "Scramble is a learning model that invites students to find answers and adjust existing problems by developing question sheets and answer sheets accompanied by available alternative answers." Furthermore, according to Zaenab (Oktafia, 2020: 254), the model says "the scramble model is learning that is carried out by providing random question sheets and answer sheets and students are tasked with arranging the correct word answers." In this model, students are asked to guess the correct answer using the answer cards provided in a random manner.

Komalasari (Meisorah) "Scramble is a teaching method designed to overcome the learning difficulties of individual students. Students are invited to find answers to questions or pairs of concepts creatively by arranging letters in random order to form an answer. According to Taylor (Syaikhoni, 2018: 517) states that, "Scramble is a learning method that can increase students' concentration and speed of thinking." Accuracy and speed of thinking in answering questions is one of the keys to the scramble learning model game. Based on the opinions of experts, researchers concluded that the scramble type cooperative learning model is a fun learning model and students will easily understand learning that is fun and makes students more critical and creative in answering questions and compiling answers whose sentences have been scrambled so that they become correct answers. right in the answer column that has been prepared

Steps to the Scramble Type Cooperative Learning Model

According to Huda (Syaikhoni, 2018: 517) The steps for the Scramble Type Cooperative Learning Model are as follows:

1. The teacher presents material according to the learning topic,
2. The teacher distributes worksheets with answers in random order.
3. The teacher gives a certain amount of time to work on the questions.
4. Students work on questions based on the time determined by the teacher,
5. The teacher checks the time while checking the students' work,
6. If the time for working on the questions is up, students are required to submit their answer sheets to the teacher. In this case, both students who finished and did not finish must collect the answers,
7. Teachers carry out assessments, both in class and at home. Assessment is carried out based on how quickly the student works on the questions and how many questions he does correctly,
8. The teacher gives appreciation to students who are successful, and encourages students who are not successful enough to answer quickly and correctly.

Suyanto (Syifa, 2014: 166), Steps for Scramble Type Cooperative Learning are as follows

1. Make question cards according to the teaching material
2. Make answer cards by shuffling them
3. present teaching material to students
4. The teacher distributes question cards and distributes answer cards as choices. answer the questions on the question card.
5. Students work in groups on question cards.
6. Students look for answers to each question in the question card.

Steps of the scramble type cooperative learning model according to Shoimin (2019:166) There are several stages, including:

Preparation

At this stage the teacher prepares materials and media that will be used in learning. The media used are question cards and answer cards, where previously the answers have been randomized in such a way.

- 1) The teacher prepares as many cards as the groups have been divided into.
- 2) The teacher arranges things that support the teaching and learning process, for example arranging seating according to the groups that have been divided or checking students' readiness to learn and so on.

Core activities

The activity in this stage is that each group carries out discussions to work on questions and look for question cards for suitable answers. Previously the answers had been randomized in such a way. The teacher conducts large group discussions to analyze and hear the responsibilities of each small group for the work results agreed upon in each group, then compares and reviews appropriate and logical answers.

Follow-up

Follow-up activities depend on student learning outcomes. Examples of follow-up activities include:

1. Enrichment activities consist of giving similar tasks with different materials.
2. Activities to improve the arrangement of the original text, if there is an arrangement that does not show logic.
3. Activities to change reading material (paraphrasing or simplifying reading)
4. Look for the meaning of new vocabulary in the dictionary and apply it in sentences
5. Correct grammatical errors that may be found in the exercise discourse text.

Advantages of the Scramble Type Cooperative Learning Model

Every existing learning method will not be free from advantages and disadvantages. A teacher must truly understand and be aware that the method to be used is based on the needs and suitability of the material and characteristics of the students. In this way, teachers can consider all existing possibilities so that teachers will look for alternative ways or solutions so that teaching and learning activities do not only use the lecture method.

According to Huda (Syaikhoni, 2018: 517), the advantages of the Scramble method are

1. Train students to think quickly and precisely,
2. Encourage students to learn to do questions with random answers,
3. Train student discipline.

Shoimin (Syaikhoni, 2018:517) also revealed the advantages of the scramble type cooperative learning model, including that learning becomes more memorable, students are trained to have responsibility in groups, and students are also trained to think creatively.

Mukrimaa (2014:167) also states the advantages, namely:

1. Make it easier for students to find answers
2. Encourage students to work on the questions because the answers are already available
3. All students are involved
4. Can encourage students' understanding of lesson material

According to experts, the conclusion of the advantages of the scramble type cooperative learning model is that this model makes it easier for students to find answers

Weaknesses of the Scramble Type Cooperative Learning Model

According to Huda (Syaikhoni, 2018: 517), the weaknesses of the Scramble model are

1. Students can copy their friends' answers,
2. Students are not trained to think creatively,
3. Students receive raw materials that only need to be properly processed.

According to Shoimin (2014: 168), the weakness of the scramble type cooperative learning model is that it is difficult to apply in learning activities if the teacher does not master it, it takes a long time to implement it, and the class atmosphere tends to become more noisy. According to Artini (Sudarmi, 2017: 75), the weaknesses of the scramble type cooperative learning model are:

1. Students lack critical thinking
2. Students may cheat on their answers

METHOD

According to Sugiono (2019:3) Research methods are basically scientific ways to obtain data with specific purposes and uses. Research methods can be interpreted as a scientific way to obtain valid data with the aim of finding, developing and proving certain knowledge so that it can be used to understand, solve and anticipate problems in the field of education. This research is experimental research, according to Sugiyono (2019:110) The experimental method is a quantitative method used in research when conducting experiments to find the effect of independent variables/treatment/certain treatments on dependent variables/results/output.

The approach taken in this research is a quantitative approach. The quantitative approach emphasizes analysis of numbers processed with statistics. Quantitative research aims to determine the effect of the independent variable on the dependent variable. Quantitative research is a research process that produces data in the form of numbers, writing or expressions obtained directly from the field or research area.

Research design is useful in research for making decisions before activities are carried out. This research design is used to look for the effect of certain treatments on others under controlled conditions. The design used in this research is Pre Experimental Design. Where the Pre Experimental Design has external variables that influence the formation of the dependent variable. This happens because, in the absence of control variables, the sample was not chosen randomly.

The research design used in this research is Pre Experimental Design, namely One Group Pretest Posttest Design. This design has a pretest (before treatment) and a posttest (after treatment), so that the effect (treatment) can be calculated by comparing the pretest and posttest scores. If the pretest score is greater than the posttest score then the treatment has a positive effect. This research design can be described as follows:

$$O1 \times O2$$

Figure 1. One-Group Pretest-Posttest Design Formula

Information :

O1 = Pretest value (before treatment)

O2 = Posttest value (after treatment)

RESULTS AND DISCUSSION

The research was carried out at SD Negeri 040515 Tiga Jumpa in class II using the Scramble type cooperative learning model on a class II sample of 30 students, so the data was concluded using a multiple choice test. Data obtained from PreTest scores before using treatment or action and Post Test after model treatment of learning material. The results of research on the answer sheets for research subjects in class II are presented in table form. The following is a PreTest and PostTest table on the influence of the Scramble type cooperative learning model.

Class II Pre Test Results

In class II, which consisted of 30 students, the researcher first distributed Pre Test questions before starting learning with the aim of finding out students' abilities before taking action. The results of the pre-test that have been carried out show that student learning outcomes are still sufficient. This can be seen from the students' pre-test scores in table 1 below:

Table 1. Class II Pre Test Scores

No	Student's name	KKM	PreTest Score
1	Ahmad Munawi	75	53
2	Angga Prasetyo	75	63
3	Ayla Bina Br Sitepu	75	63
4	Boaz Tarigan	75	47
5	Brain Jana Atmico Barus	75	59
6	Chika Belinda Br Sembiring	75	47
7	David Rehan Andreas Ginting	75	53
8	Dominica Br Ginting	75	59
9	Ekklesia El Shaday Wake up	75	44
10	Ernesta Br Ginting	75	50
11	Faine Aine Putri Br Barus	75	59
12	Ibrena Yehuda Adriyel T	75	56
13	Khairil Rizqi	75	78
14	Mayliza Novita Sari	75	81
15	Miska Andari Br Barus	75	38
16	Nesya Litahayu	75	78
17	Nicolas Barus	75	44
18	Ricardo Barus	75	56
19	Sean Salvatore Ginting	75	63
20	Sergio Pranata Ginting	75	59
21	Vilamario Tarigan	75	78
22	Viona Alesia Br Sembiring	75	63
23	Zibiya Moza Br Barus	75	78
24	Presley Alde Yudha Silangit	75	69
25	Rehan Sinalsal Gultom	75	81

26	Letycia Indastanta Br Sitepu	75	50
27	Renia Kirana Br Barus	75	63
28	Salvaro Ginting	75	50
29	Syennita Prisiliya Br Sitepu	75	53
30	Zico Alfeir Barus	75	44
$\sum X$		1779	
\bar{X}		75	
N		30	
Average(\bar{X})		59.3	
X Min		38	
X Max		81	

Based on data obtained from the pre-test score of students in class II is 59.3, that is, they have not met the requirements for completing the requirements based on the KKM in that school, namely with a KKM score of 75. So it can be concluded that the number of students who have completed is 6 people or 20% and Those who did not complete were 24 people or 80%.

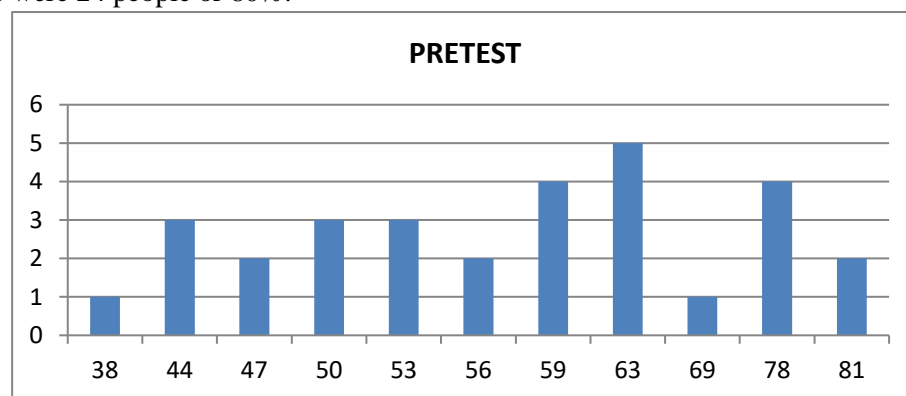


Figure 1. Frequency Distribution Histogram of Pretest Scores

The results of giving a pretest before being given any treatment or action were 24 students who scored below the KKM with a percentage of 80% and 6 students who scored above the KKM with a percentage of 20%. By looking at this condition, the researcher tried to carry out a follow-up by providing a treatment with a Scramble type cooperative learning model.

Post Test Results

After giving treatment with the Scramble type cooperative learning model during teaching, the researchers then conducted research again on students' understanding by giving post test questions to students to measure the extent of the positive influence of the learning model on the learning outcomes of class II students at SDN 040515 Tigajumpa, Karo Regency. The results of the post test scores carried out by researchers can be

seen in the following table:

Table 2. Class II Post Test Scores

No	Student's name	KKM	Post Test Score
1	Ahmad Munawi	75	88
2	Angga Prasetyo	75	78
3	Ayla Bina Br Sitepu	75	78
4	Boaz Tarigan	75	78
5	Brain Jana Atmico Barus	75	75
6	Chika Belinda Br Sembiring	75	78
7	David Rehan Andreas Ginting	75	84
8	Dominica Br Ginting	75	84
9	Ekklesia El Shaday Wake up	75	66
10	Ernesta Br Ginting	75	78
11	Faine Aine Putri Br Barus	75	81
12	Ibrena Yehuda Adriyel T	75	81
13	Khairil Rizqi	75	69
14	Mayliza Novita Sari	75	81
15	Miska Andari Br Barus	75	63
16	Nesya Litahayu	75	84
17	Nicolas Barus	75	63
18	Ricardo Barus	75	81
19	Sean Salvatore Ginting	75	81
20	Sergio Pranata Ginting	75	81
21	Vilamario Tarigan	75	88
22	Viona Alesia Br Sembiring	75	84
23	Zibiya Moza Br Barus	75	94
24	Presley Alde Yudha Silangit	75	81
25	Rehan Sinalsal Gultom	75	91
26	Letycia Indastanta Br Sitepu	75	81
27	Renia Kirana Br Barus	75	78
28	Salvaro Ginting	75	75
29	Syennita Prisiliya Br Sitepu	75	84
30	Zico Alfeir Barus	75	94
	$\sum X$		2402
	X		75
	N		30
	Average(\bar{X})		80,067
	X Min		63
	X Max		94

Based on the data in the table above, it can be seen that the average score of class II students after implementing the Scramble type cooperative learning model has increased, namely 80,067. There were 26 students who completed the score with a percentage of 86.66% and 4 students who did not complete it with a percentage of 13.33%.

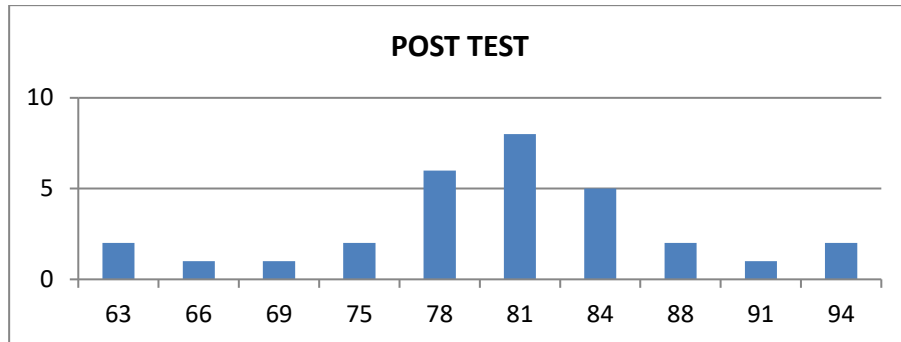


Figure 2. Frequency Distribution Histogram of Post Test Scores

After being given treatment to students in class II SDN 040515 Tiga Jumpa Kab. Because according to the material that has been provided, you can see the results of providing the model from the data above. Based on this data, it is known that there was an increase in student scores after being given treatment compared to before giving treatment. This increase can be seen in the following diagram:

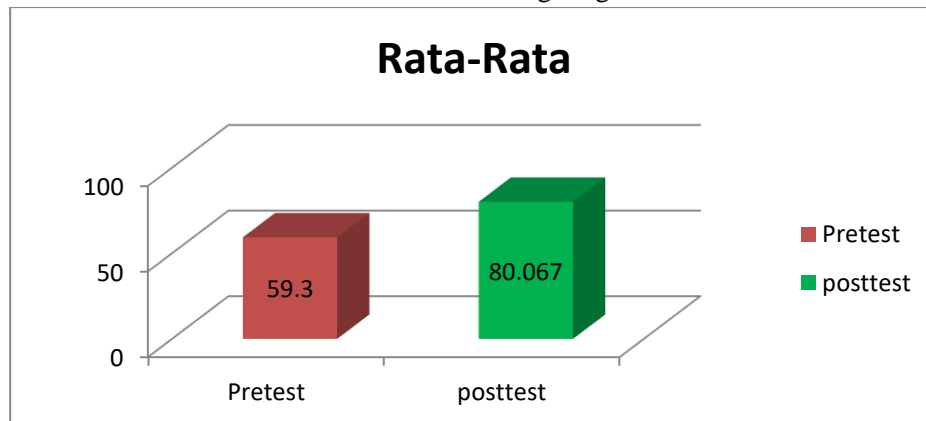


Figure 3. Pretest and Posttest Average Diagram

From the picture above, it shows that the average post test score after being given treatment was 80,067 greater than the pretest score before treatment, namely 59.3, so it can be concluded that there was an increase in the learning outcomes of class II students at SDN 040515 Tigajumpa Kab. Karo.

Correlation Coefficient Test

The correlation coefficient test was used to determine whether there was an influence between the scramble type cooperative learning model on the learning outcomes of class II students at SDN 040515 Tigajumpa, Karo Regency. The condition for testing the correlation coefficient is to look at $r_{count} \geq r_{table}$ with the product moment correlation formula. Below in table 3 is the calculation of the correlation coefficient using Microsoft Excel.

Table 3. Correlation coefficient test of the scramble type cooperative model with learning outcomes

No	X	Y	X ²	Y ²	XY
1	72	88	5184	7744	6336
2	70	78	4900	6084	5460
3	62	78	3844	6084	4836
4	62	78	3844	6084	4836
5	58	75	3364	5625	4350
6	72	78	5184	6084	5616
7	72	84	5184	7056	6048
8	68	84	4624	7056	5712
9	58	66	3364	4356	3828
10	60	78	3600	6084	4680
11	66	81	4356	6561	5346
12	60	81	3600	6561	4860
13	55	69	3025	4761	3795
14	56	81	3136	6561	4536
15	58	63	3364	3969	3654
16	73	84	5329	7056	6132
17	50	63	2500	3969	3150
18	70	81	4900	6561	5670
19	73	81	5329	6561	5913
20	71	81	5041	6561	5751
21	77	88	5929	7744	6776
22	72	84	5184	7056	6048
23	76	94	5776	8836	7144
24	70	81	4900	6561	5670
25	69	91	4761	8281	6279
26	70	81	4900	6561	5670
27	70	78	4900	6084	5460
28	64	75	4096	5625	4800
29	72	84	5184	7056	6048

	30	78	94	6084	8836	7332
Total	2004	2402	135386	194018	161736	

$$\begin{aligned}
 N &= 30 & \sum X^2 &= 135386 \\
 \sum X &= 2004 & \sum Y^2 &= 194018 \\
 \sum Y &= 2402 & \sum XY &= 161736
 \end{aligned}$$

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{((N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2))}} \\
 r_{xy} &= \frac{30(161736) - (2004)(2402)}{\sqrt{30(135386) - (2004)^2(30(194018) - (2402)^2)}} \\
 r_{xy} &= \frac{4852080 - 4813608}{\sqrt{(4061580 - 4016016)(5820540 - 5769604)}} \\
 r_{xy} &= \frac{38472}{\sqrt{(45564)(50936)}} \\
 r_{xy} &= \frac{38472}{\sqrt{2320847904}} \\
 r_{xy} &= \frac{38472}{48175.179} \\
 r_{xy} &= 0.7985
 \end{aligned}$$

Based on the results of the calculations carried out, the results obtained were a correlation coefficient (r) or $= 0.799$ with a significance level of 5% with the number of respondents (n) = 30 students with $= 0.361$. From the results of these calculations, it shows that it is $0.799 - 0.361$, so it can be concluded that there is an influence between the scramble type cooperative learning model on the learning outcomes of class II students at SDN 040515 Tigajumpa, Karo Regency for the 2023/2024 academic year. $r_{xy} r_{hitung} r_{tabel} \geq$

t test

In this research, the t test was carried out with the help of the SPSS version 22.0 program with the aim of finding out whether there was a relationship between variables X and Y. Hypothesis testing was carried out by comparing tcount with ttable. If t count \geq t table the alternative hypothesis is accepted and if t count \leq t table the alternative hypothesis is rejected. The following is a manual t test using the product moment formula:

$$\begin{aligned}
 t &= \frac{r \sqrt{n-2}}{1-r^2} \\
 t &= \frac{0,799 \cdot \sqrt{30-2}}{\sqrt{1-(0,799)^2}} \\
 t &= \frac{0,799 \cdot \sqrt{28}}{\sqrt{1-0,638401}} \\
 t &= \frac{0,799 \cdot 5,2915}{\sqrt{0,361599}} \\
 t &= \frac{4,2279}{0,6013} \\
 t &= 7.03
 \end{aligned}$$

CONCLUSIONS AND RECOMMENDATION

Based on the results of the discussion in this chapter, the researcher outlines the conclusions, implications, limitations of the researcher, and suggestions prepared based on all research activities regarding

the influence of the Scramble Type Cooperative Learning Model on the Learning Outcomes of Class 2 Students on the Theme Caring for Animals and Plants at SDN 040515 Tiga Meeta as follows:

1. By implementing the Scramble Type Cooperative learning model, it can also improve student learning outcomes in Caring for Animals and Plants class II, and can be seen from the average student pretest score of 59.3 and the average student posttest score of 80.06. Based on the results of the hypothesis test (t-test) with a value $>$ namely $7.021 \geq 1.697$ at a significance level of $0.000 < 0.05$. These data can show that H_a is accepted, namely that there is an influence between the Scramble Type Cooperative learning model (X) and student learning outcomes (Y). $t_{hitung} > t_{tabel}$
2. By using the Scramble Type Cooperative model in the Scramble Type Cooperative learning material at SDN 040515 Tiga Meeta Karo Budi Regency for the 2023/2024 Class II Academic Year, the Post Test average score was 80.06 with a very good category.
3. The results of the research show that there is a positive and significant influence between the Scramble Type Cooperative learning model on student learning outcomes in material caring for animals and plants class II SDN 040515 Tiga Meeta Karo Budi Regency for the 2023/2024 Academic Year with $>$ where $7.021 \geq 1.697$ at the significance level $= 0.05$. $t_{hitung} > t_{tabel}$

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