

Improving Student Learning Outcomes Using The Scramble Method

Yayuk Primawati ¹, Royan Rosyadi ², Erda Ermawati ³

^{1,3} IAI Agus Salim Metro

² STEI Darul Qur'an Minak Selehah Lampung Timur

^{1,3} Jl. Brigjen Sutyoso No. 7 Kec. Metro Pusat Kota Metro Lampung

² Jl. Braja Harjosari, Kec. Braja Selehah, Kabupaten Lampung Timur, Lampung

Abstract. *The use of the Scramble method in science learning is a very important method and can be used as a form of motivation for students in learning because the Scramble method will be able to help students' memory or level of understanding of the material being taught so that student learning outcomes regarding science learning Natural Knowledge will increase. The use of the Scramble method is a group learning method by matching the question cards and answer cards provided according to the questions. The author's aim in this research is: To improve teacher performance in the learning process by using PTK and increase student learning outcomes regarding style material, especially class IV Madrasah Ibtidaiyah Mathla'ul Anwar Unggak Way, Teluk Pandan District, Pesawaran Regency. This research uses classroom action research (PTK). In this learning activity, the author uses the scramble learning method in the teaching and learning process in class. Furthermore, in carrying out this research, a process of continuous improvement or repeated actions (cycles) was carried out so that from the first cycle to the second cycle the aim was to improve student learning outcomes. From the data obtained, the researchers concluded that using the Scramble method could improve student learning outcomes in Natural Sciences Subjects for class IV students at Madrasah Ibtidaiyah Mathla'ul Anwar Unggak Way, Teluk Pandan District, Pesawaran Regency. The increase in the completeness of student learning outcomes can be seen from the results of cycles I to cycle II, there is an increase in the completeness of student learning. From the comparison of the results of cycle I of 63.15%, and cycle II of 89.47%, thus there has been an increase in learning outcomes of 26.32%.*

Keywords: Learning Outcomes, Scramble Method, Student

INTRODUCTION

In educational or teaching situations, there is interaction between students and teachers or between students and educators, the learning process carried out will be successful if the teacher uses appropriate teaching and learning strategies. To determine appropriate teaching and learning strategies, a teacher must understand and be skilled in choosing learning approaches and media. In teaching, teachers should use a variety of media and approach methods to avoid boredom for students.

A Learning Model is a conceptual framework that describes procedures and systematics in organizing learning experiences to achieve certain learning goals (Lavyanto Trimio, 2006: 3). What is certain is that a teacher in choosing a learning model does not ignore the effectiveness and efficiency of the learning method both for students and for their learning time.

Students are the focus of attention in the world of education, whether in kindergarten, elementary school, secondary education or at universities and other adult education. Therefore, a teacher is expected to be able to apply the material studied until the goals that have been set can be achieved. The process of evaluating learning outcomes is to determine student learning

values through assessment activities and/or measuring learning outcomes (Dimiyati and Mudjiono, 2013: 296).

The success of the educational process can be determined by whether or not the teaching strategies used by teachers are effective in educating their students. Therefore, in the teaching and learning process, learning media is needed which is essentially a means of transmitting learning messages conveyed by the source of the message to the recipient of the message. Learning media can function to improve the quality of the learning process and can reduce verbalism in students.

Learning methods also have various uses, including creating enthusiasm for learning, focusing/attracting attention, enabling or at least bringing direct interaction with the real environment, providing the same stimulus to equate experiences, and creating the same perception. So that through learning media teachers can more effectively achieve learning goals. So that in a lesson there is an assessment or evaluation system that must be carried out. Meanwhile, Ahmadi (1984: 35) stated that learning outcomes are the results achieved in an effort, in this case the learning outcome effort is in the form of a manifestation of student learning achievement which can be seen in the score every time they take a test.

Learning outcomes as the output of the learning process are a form of change within the individual. The learning outcomes of each field of study will form elements of the completeness of each individual student's personality, for example the field of study of Natural Sciences (IPA) will form mastery with an understanding of the field of study skills; This will form students' skills with their potential, including other fields of study.

Table 1.

Pre-survey Result Data on Student Learning Completeness Percentage

No	Mark	Criteria	Amount	Percentage (%)
1	≥ 65	Tuntas	7	36,84%
2	≤ 65	Tidak Tuntas	12	63,16%
Amount			19	100%

Based on the pre-survey data above, it can be seen that of the 19 students who completed it, 7 students or 36.84% and 12 students who did not complete it or 63.16%. From this explanation, the researcher concluded that the Natural Sciences (Science) lesson at Madrasah Ibtidaiyah Mathla'ul Anwar Unggak Way was one of the lessons that was difficult to understand. This is caused by the use of inappropriate learning methods. In the learning process in class, students only take notes and listen to the teacher's explanations, students do not participate enough in the teaching and learning process which then results in low student

learning activity and ultimately results in unsatisfactory learning outcomes. Based on these problems, an interesting method is needed, students are more involved in the teaching and learning process, such as carrying out work in pairs so that students are more active in the learning process and it is hoped that this will have a good impact on their learning outcomes.

It is with these considerations that can encourage the author to research this issue, considering the importance of choosing a teaching method. In connection with the above, the author puts forward a title entitled: "Improving Student Learning Outcomes Using the Scramble Method in Natural Science (IPA) Subjects Class IV Style at Madrasah Ibtidaiyah Mathla'ul Anwar Unggak Way, Teluk Pandan District, Pesawaran Regency.

THEORETICAL BASIS

According to Sudjana (1990:56), the learning outcomes achieved by students through an optimal teaching and learning process are demonstrated by the following characteristics: satisfaction and pride which can foster intrinsic learning motivation in students. Students do not complain about low achievement and they will fight harder to improve it or at least maintain what has been achieved. Increasing his self-confidence and abilities means that he knows his abilities and believes that he has no less potential than other people if he tries as he should. The learning outcomes achieved are meaningful for him, such as being long-lasting, shaping behavior, being useful for studying other aspects, the willingness and ability to learn on his own and developing his creativity.

In the National education system, the formulation of educational objectives, both curricular objectives and instructional objectives, uses the classification of learning outcomes from Benyamin Bloom in Sudjana (2009:22-30) which broadly divides them into three domains, namely

1. Cognitive domain
2. Affective domain
3. Psychomotor domain.

From this explanation, there are three domains for assessing learning outcomes, namely the first is the cognitive domain, the cognitive domain includes six aspects, namely knowledge and memory, understanding, application, analysis, synthesis and evaluation. The second is the affective domain, the affective domain which is concerned with student attitudes which consists of five aspects, namely, acceptance, answers or reactions, assessment, organization and internalization. The three psychomotor domains are those related to learning outcomes of skills and ability to act. The psychomotor domain includes six aspects, namely

reflex movements, basic movement skills, perceptual abilities, precision of complex skill movements and expressive and interpretative movements. These three domains actually stand alone, but are always related to each other. A person who changes his cognitive level will also change his attitudes and behavior over a certain period of time.

Scramble Method According to Robert. B. Taylor In his book, Miftahul Huda (2013:303) states that one learning method that can increase students' concentration and speed of thinking, this method requires students to develop the right brain, left brain. In this method, they are not only asked to answer questions, but they also quickly answer questions that are already available but still in random conditions. Meanwhile, according to Kokom Komalasari (2011:84), the Scramble method is a learning model that invites students to find answers to a question or pair of concepts creatively by arranging letters that are adjusted randomly to form an answer/pair of the concept in question.

So the scramble method is not just a teaching method, but is also a method of thinking, because in the scramble method you can use other methods starting from searching for data to drawing conclusions. From this understanding, it is clear that the emphasis of the scramble method is to train students' intellectual abilities by devoting all their abilities to solving the problems posed. The scramble method is a form of teaching by determining a problem by the teacher, then the problem is solved by students under the supervision of a teacher.

The scramble method is basically in accordance with learning principles, because those who play a role in scramble are students, while the teacher determines the problem and guides students to determine or find alternative problem solutions (answers), information and answers that are more enthusiastic because the teaching and learning process in scramble allows for many variety so it doesn't get boring.

From this opinion, the author can understand the weaknesses of the scramble method as a teaching method, namely if students do not understand and are not clear about the problem or what is given by the teacher concerned, it will make students lazy to work on questions which makes students bored and monotonous and not forever what students do is the result of their own work.

RESEARCH METHODS

This research uses classroom action research (PTK). In this learning activity, the author uses the scramble learning method in the teaching and learning process in class. Furthermore, in carrying out this research, a process of continuous improvement or repeated

actions (cycles) was carried out so that from the first cycle to the second cycle the aim was to improve student learning outcomes.

The classroom action research model used in this research follows the Suharsimi Arikunto (2011:16) model, namely that there are four stages that are commonly passed, namely (1) planning, (2) implementation, (3) observation, (4) reflection. In this research, Classroom Action Research (PTK) was used, in this case the author used the scramble method, while the implementation of this research was carried out a process of continuous improvement or repeated levels (cycles) so that from cycle 1 to cycle 2 and so on, the aim was to increase learning outcomes IPA.

RESULTS AND DISCUSSION

1. Cycle I

Implementation in this research is by giving students initial tests, presenting the material, summarizing the material, reading out the summary results and at the end of the cycle a test is carried out to obtain an overview of the suitability between action planning and implementation, so we look at the learning design, class atmosphere, teacher and student activities, learning behavior.

The implementation of actions in the classroom is carried out by the teacher after understanding the plans prepared. The goal to be achieved in this material is that students can summarize the material and find the main ideas in the material and can directly correct the results of their friends' summaries.

The learning scenarios in class are designed by selecting assignment formats, core activities and student learning outcomes which will be described in detail in the RPP as attached to this PTK. The general learning scenario is designed as follows:

The learning that the author uses on this occasion is the Scramble method. Task format: the teacher divides into groups, distributes worksheets with answers in random order to each student, guides the discussion, and concludes the material. Learning activities: Scramble activities, namely, the teacher opens the lesson, then the teacher provides apperception and motivation. Next, the teacher divides the groups. Then the teacher distributes worksheets with answers in random order to each student to work on the questions. Then the students collect the completed answer sheets to the teacher and the teacher carries out an assessment and then the students and teacher ask each other questions and answers to correct any errors in understanding, as well as provide reinforcement and conclusions from the results

of the question and answer, and finally the teacher makes a conclusion. The results that students must collect are a summary of the material along with the main ideas.

Table 2.

Completeness of Cycle I Student Learning Outcomes

No.	Mark	KKM	Number of Students	Percentage (%)
1	Complete	≥ 65	12	63,15%
2	Incomplete	≤ 65	7	36,85%
Amount			19	100%

Based on the table above, after learning was carried out using the Scramble method, student learning outcomes increased compared to the pre-survey results, with information that 12 students completed the test with a percentage of 63.15%.

2. Cycle II

Based on the results of the reflection in cycle I, in cycle II learning, deficiencies in cycle I will be able to be corrected. In cycle II the same stages are presented in cycle I, by continuing the learning material in accordance with the basic competencies and advanced indicators.

The implementation of actions in the classroom is carried out by the teacher after understanding the plans prepared. The goal to be achieved in this material is that students can work on worksheets in the form of question cards with answers that have been scrambled, and students are required to be able to arrange the answers that are available.

The learning scenarios in class are designed by selecting assignment formats, core activities and student learning outcomes which will be described in detail in the RPP as attached to this PTK. The general learning scenario is designed as follows: The learning that the author uses on this occasion is the Scramble method. Task format: the teacher divides into groups, distributes worksheets with answers in random order to each student, guides the discussion, and concludes the material. Learning activities: Scramble activities, namely, the teacher opens the lesson, then the teacher provides apperception and motivation. The teacher prepares a discourse, then removes the sentences contained in the discourse into sentence cards. Next, the teacher divides the groups. Then the teacher distributes worksheets along with answer sheets whose numbers are randomized according to the text teaching materials that have been distributed previously. Students are required to be able to arrange the answers that are available, the teacher gives a certain duration to work on the questions, so students work on the questions based on the time determined by the teacher. If the work time is up, students are required to

submit their answer sheets to the teacher. Then the results of the students' work are collected for examination, and the teacher carries out an assessment. Then the students and teacher ask each other questions and answers to correct misunderstandings, as well as provide reinforcement and conclusions from the results of the questions and answers. Lastly, the teacher makes a conclusion. The results that students must collect are a summary of the material along with the main ideas.

Table 3.

Ketuntasan Hasil Belajar Siswa Siklus II

No.	Mark	KKM	Number of Students	Percentage (%)
1	Complete	≥ 65	17	89,47%
2	Incomplete	≤ 65	2	10,53%
Amount			19	100%

Based on the table above, after learning was carried out using the Scramble method, student learning outcomes increased compared to cycle I, with information that 17 students completed it with a percentage of 89.47%.

From the results of research in cycle II, it is known that actions using the Scramble learning method in cycle II are quite good compared to cycle I, so it can be concluded from this research that students are more active in learning, students pay more attention when it is explained, and teachers are better at managing class in the learning process.

CONCLUSION

Based on the results of the research and discussion above, the following conclusions can be drawn:

1. That the Sramble method can improve student learning outcomes in Natural Sciences (IPA) subjects for class IV Madrasah Ibtidaiyah Mathla'ul Anwar Unggak Way, Teluk Pandan District, Pesawaran Regency.
2. Improving the activity process in completing students' understanding of natural science subjects, the subject of style using the Scramble method, can improve the learning outcomes of class IV students at Madrasah Ibtidaiyah Mathla'ul Anwar Unggak Way, Teluk Pandan District, Pesawaran Regency. A comparison of the test results with cycle I shows that students who completed the test increased by 26.31%, from cycle I to cycle II the increase was 26.32%, so the average increase was 26.31%.

REFERENCES

- Ahmadi, A. (1983). *Psikologi Remaja*. Jakarta: Rineka Cipta
- Dimiyati dan Mudjiono, (2013). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta
- Kokom Komalasari, (2011). *Pembelajaran Kontektual Konseb dan Aplikasi*, Bandung: Refika Aditama
- Lavyanto Trimio, (2006). *Model-Model Pembelajaran Inovatif*. Bandung: CV. Citra Praya
- Miftahul Huda, (2013). *Model-Model Pengajaran dan Pembelajaran Isu-Isu dan Paradigmatis*. Yogyakarta: Pustaka Pelajar
- Sudjana. Nana. (1990). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT. Remaja Rosdakarya
- Sudjana, Nana. (2009). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Rosda Karya