Strata Social and Humanities Studies, 2024, Vol. 2, No. 1, 81–89
E-ISSN: 2987-2537 | P-ISSN: 2987-3193
doi: 10.59631/sshs.v2i1.138
Advance Access publication April 25, 2024

STRATA
SOCIAL AND HUMANITIES STUDIES
journals.stratapersada.com/index.php/sshs

Unveiling the Role of the Scramble Model in Enhancing Thematic Learning Outcomes

Rahayu Tika Purnama[1*], Afrimon[2], Lili Ratnasari[3]

[1*] *STKIP Widyaswara, Indonesia. Tikarahayu2@gmail.com*
[2] *STKIP Widyaswara, Indonesia. Afrimon1972@gmail.com*
[3] *STKIP Widyaswara, Indonesia. Liliratnasari26@gmail.com*

Article History	Submitted	Revised	Accepted
	2024-01-05	2024-04-20	2024-04-24

Abstract

This classroom action research (PTK) is motivated by the low quality of the learning process and learning outcomes. The solution to this problem is the use of the Scramble model. This research aims to describe improving the quality of the learning process and learning outcomes. This classroom action research (PTK) was carried out in class V of SD Negeri 09 Head Bukit in two cycles: planning, implementation, observation, and reflection. The results of the classroom action research conducted by the researcher from July 26, 2023, to August 30, 2023, are as follows. The learning process in cycle I, in the teacher aspect, obtained a percentage of 70% and 75% for students; in cycle II, the teacher aspect obtained a percentage of 83% and students 79%. The student's learning outcomes in the initial conditions in the Indonesian language learning content obtained a percentage of 13%; in cycle I, it obtained 14%, and in cycle II, 100%. In the science learning content in the initial condition, the percentage was 25%; in cycle I, the percentage was 67%, and in cycle II, 95%. Based on the results of this research, it can be concluded that the scramble model can improve the learning process and outcomes of thematic learning in class V of SD Negeri 09 Head Bukit District, Pagu River District, South Solok.

Keywords: Classroom action research, scramble model, thematic learning.

INTRODUCTION

Education is essential for human life (Gülcan, 2015; Şimşek & Kalıpçı, 2023); everyone has the right to receive it and is expected to develop in it continually (Manan, 2015). Education will never end (Fernández-Batanero et al., 2022). Numerous interpretations of education revolve around the idea of guidance or understanding. According to the Oxford Dictionary, education entails "the act of receiving or imparting structured guidance, particularly within educational institutions like schools or universities." Additionally, it encompasses "the principles and application of instructing," "a reservoir of knowledge gained through educational endeavors," and "insight or training in a specific field" (Rubalcaba, 2022). As stated in the National Education Goals in (INDONESIA, 2003) concerning the National Education System article 1, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential, self-control, good personality, noble character, intelligence and skills necessary for himself, society and the nation and state."

Learning is a process of conveying knowledge to students at school. Teachers play a crucial role in successing the learning process (Ayanwale et al., 2022; Ghufron et al., 2024) of the student (Somprach et al., 2015). Teachers also act as guides and help find solutions to the difficulties faced by students (Han, 2021). Improvements are also needed in the teaching components, including the curriculum, to improve the quality of teaching. The 2013 curriculum is an improvement on the previous curriculum. The 2013 curriculum is more prominent in assessing cognitive, affective, and psychomotor aspects (Elitasari et al., 2023; Lestari, 2023; Wijaya & Sholeh, 2021).

The 2013 curriculum is also implemented at SDN 09 Head Bukit; the 2013 curriculum in elementary schools places more emphasis on the thematic learning system. Rusman (2011) states, "Thematic learning is one of the models in integrated learning (integrated instruction), which is a learning system that allows students, both individually and in groups, to actively explore and discover scientific concepts and principles holistically, meaningfully, and authentically." Thus, thematic learning is designed around several supporting characteristics to achieve good learning and satisfactory results, such as the implementation of a learning process that takes place in a student-centered learning manner, learning that provides direct experience to students so that students are exposed to something real (concrete), the separation of subjects is not very clear in the Presentation of learning, presents concepts from various subjects, is flexible, uses the principles of learning while playing and having fun, and learning outcomes are by the interests and needs of students.

Based on observations made by researchers at SD Negeri 09 Head Bukit, the learning process carried out in class V of SD Negeri 09 Head Bukit, Sungai Pagu District, South Solok Regency, does not appear to be by one of its characteristics. For example, learning should be student-centered, but it is different from the implementation, which is only teacher-centered, then uses the principle of learning while playing and having fun but learning that appears not to use a variety of models and media so that students feel monotonous and bored in learning. A learning process that does not meet its characteristics also impacts students' low learning outcomes, so they do not reach the minimum completion criteria (KKM) set namely 70.

Doi: 10.59631/sshs.v2i1.138

Several problems are identified in the thematic learning process in class V of SD Negeri 09 Head Hill. Among other things, (1). Thematic learning is only teacher-centered *and* uses the lecture method (2). Teachers do not use learning models and media that are attractive to students (3). The teacher does not use LKPD that is appropriate to the learning objectives, (4). Teachers need to provide enough motivation to increase students' enthusiasm for learning. This problem impacts students' learning outcomes in class V of SD Negeri 09 Head Hill. Of these problems, the limitation of this research problem is the thematic learning results of class V students at SD Negeri 09 Head Hill. This research aims to describe improving the learning process and thematic learning outcomes in class V of SD Negeri 09 Head Bukit, Sungai Pagu District, South Solok Regency.

Appropriate innovation is needed in the teaching and learning process (PBM) to improve the learning process and outcomes. One of these innovations is the implementation of various learning models. The application of these models is hoped to improve student learning outcomes to be better than before. In this case, the researcher solved this problem using an exciting learning model, the *Scramble model*. Karwati & Priansa (2014) stated, "The learning model can be understood as a conceptual framework that describes systematic and planned procedures for organizing students' learning processes so that learning objectives can be achieved effectively. The learning model can also be understood as a teacher's blueprint for preparing and implementing the learning process."

Octavia (2020) stated that "the term *Scramble* comes from English, translated into Indonesian as meaning scramble, fight, struggle. The *Scramble* model is a group learning model that matches the question cards and answer cards provided according to the questions. "The *Scramble* learning model is a learning model that takes the form of a game of random words, sentences or paragraphs." Contains seven steps: 1). Presentation of material according to topic, 2). Distribution of worksheets with answers in random order, 3). Providing time duration for working on questions, 4). Work on questions based on the time determined by the teacher; 5). Checking the time duration and checking the group's work, 6). Assessment, 7. Appreciation and recognition for successful groups and encouraging groups that needed to be more successful in answering quickly and correctly.

METHOD

Types of research

This research is classroom action research (PTK). Classroom action research is a type of research that describes both the process and results, which carries out PTK in the class to improve the quality of learning(Arikunto, 2013).

Research sites

This Classroom Action Research (PTK) was carried out in class V of SD Negeri 09 Head Bukit, Sungai Pagu District, South Solok Regency.

Research subject

The subjects of this research were class V students at SD Negeri 09 Head Bukit, Sungai Pagu District, South Solok Regency for the 2023/2024 academic year. With a total of

21 students consisting of 8 men and 13 women.

Research time

This research was carried out in the first semester (Odd) of the 2023/2024 academic year. Cycle I Meeting 1 was held on Wednesday 26 July 2023, cycle I meeting 2 was held on Wednesday 02 August 2023, followed by cycle II meeting 1 on Thursday 24 August 2023 and cycle II meeting 2 was held on Wednesday 30 August 2023.

Research Instruments and Data Collection Techniques

Research instruments are tools used to collect research data. Types of research instruments used. The instruments used in this research were teacher and student observation sheets, learning result test sheets and documentation. The collection techniques in this research are referring observation techniques, test techniques and photo and video techniques.

Data analysis technique

1. Qualitative data, obtained through observations made by observers to observe the activities of teachers and students during the learning process. The observation guide is equipped with a rubric and scoring instructions, using the formula (Nuraini et al., 2018):

$$\textbf{Percentage value} = \frac{\text{Total score obtained}}{\text{Maximum total score}} x\ 100$$

These values are then converted to a range of values according to the qualitative value classification as follows:

Table 1. Convert qualitative data values

Level of Success	Success Indicators
76% - 100%	Good
60% - 75%	Enough
0% - 59%	Not enough

2. Quantitative Data
   a. Individual Data

      Data on student learning outcomes in the form of tests were analyzed using Purwanto (2016)'s formula as follows:

   b. Classical Data

$$\text{Value} = \frac{\text{Score Obtained}}{\text{Maximum score}}$$

To find the percentage of class completion, Purwanto (2016)'s formula is used as follows:

$$\textbf{Completion percentage} = \frac{\text{Number of Students Who Completed Studying}}{\text{The total number of students}} \; x \; 100$$

Table 2. Convert quantitative data values

KKM	Predicate Range			
70	A (Very good)	B (Good)	C (Enough)	D (Need Guidance)
	90 ≤ A ≤ 100	80 ≤ B < 90	70 ≤ C < 80	D < 70

Research procedure

The research procedure according to Arikunto et al (2015:42) contains 4 stages. Includes planning, implementation, observation and reflection.

Success Indicators

Indicators of the success of the learning process. The research is said to be successful if all the steps of the *Scramble learning model* are carried out well so that it can reach a success level of ≥ 76%, according to (Djamarah & Zain, 2010). The indicator of success in learning outcomes is said to be successful if the classical data of students obtains a completion percentage of ≥ 75%, according to (Kusumaningrum & Hardjono, 2018).

RESULTS AND DISCUSSION

Description of Initial Conditions

The researcher made initial observations at SD Negeri 09 Head Bukit in March 2023. Based on the results of the researcher's observations with teachers and students in class V of SD Negeri 09 Head Bukit, Sungai Pagu District, South Solok Regency for the 2022/2023 academic year, the learning outcomes of the students in Indonesian and science subjects it is still low and has not reached the minimum completion criteria (KKM) that has been set, namely 70. Learning outcomes in Indonesian language subjects are **13**% and in science subjects **25%.**

Cycle I

In this cycle I, it was carried out in 2 meetings. Meeting 1 or first meeting was held on July 26, 2023, and meeting 2 or second meeting was held on August 2, 2023. With a time, allocation of 5 x 35 minutes for each meeting.

1. Planning

Research planning in cycle I for thematic learning is as follows:

a. RPP theme 1 subtheme 2 learning 1, in cycle I meeting 1.
b. RPP theme 1 subtheme 3 learning 1, in cycle I meeting 2.
c. Teacher and student observation sheets.
d. Student worksheet (LKPD) in the form of a *scramble board*
e. Define observers 1 and 2.

2. Implementation

   Scramble model steps according to (Octavia, 2020) , namely: (1) Presenting material according to the topic, (2). Distribution of worksheets with answers in random order, (3). Providing time duration for working on questions, (4). Work on questions based on the time determined by the teacher, (5). Checking the duration of time and checking group work, (6). Assessment, (7.) Appreciation and recognition for groups that were successful, and encouraging groups that were not successful enough to answer quickly and correctly.

3. Observation

   Observations were made on the results of preparing observation sheets (observations) for teachers and students, filled in or checked by observer 1 (teacher) and observer 2 (students) during the learning process. The results of observations in the cycle I have been obtained. In the teacher aspect, the percentage obtained was **70**% with a success indicator of **"sufficient"** and in the student aspect the percentage obtained was **75**% with a success indicator of **"sufficient".**

4. Learning outcomes

   Learning outcomes in cycle I can be obtained from the results of tests carried out by each student at the end of learning. The students' tests were analyzed using quantitative data formulas. The learning results of the first cycle of meetings 1 and 2 were obtained, in the Indonesian language subject the percentage was obtained at **14**% and in the science subject the percentage was obtained at **67%.**

5. Reflection

   Based on the results of observations and tests that have been carried out, it is concluded that the results of observations and student learning outcomes have not reached the predetermined indicators of success. Thus, improving student learning outcomes in thematic learning using the *Scramble model* in class V of SD Negeri 09 Head Hill continues in cycle II with the hope of being better than cycle I.

In this Cycle I, the learning process has changed from the initial conditions, namely using the *scramble learning model* and media that is attractive to students. However, there are still shortcomings and the learning process and student learning outcomes have not yet reached indicators of success. In the first cycle there were observation results, in the teacher aspect the percentage was **70**% and in the student aspect the percentage was **75%.** The conditions for thematic learning using the scramble model led to learning outcomes, out of 21 students for Indonesian language subjects getting a completion percentage of **14**% and science getting a completion percentage of **67%.**

Cycle II

In cycle II, it was held in 2 meetings, meeting 1 or first meeting was held on 24 August 2023 and meeting 2 or second meeting was held on 30 August 2023. With a time, allocation of 5 x 35 minutes for each meeting.

1. Planning

   Research planning in cycle II on thematic learning is as follows:

   a. RPP theme 2 subtheme 1 learning 1, in cycle II meeting 1.
   b. RPP theme 2 subtheme 2 learning 1, in cycle II meeting 2.
   c. Teacher and student observation sheets.
   d. Student worksheet (LKPD) in the form of a *scramble board.*
   e. Define observers 1 and 2.

2. Implementation

   scramble model steps according to Octavia (2020), namely: (1). Presenting material according to the topic, (2). Distribution of worksheets with answers in random order, (3). Providing time duration for working on questions, (4). Work on questions based on a predetermined time, (5). Checking the duration of time and checking group work, (6). Assessment, (7). Appreciation and recognition for groups that were successful and encouragement for groups that were not successful enough to answer quickly and correctly.

3. Observation

   Observations were made on the results of preparing observation sheets (observations) for teachers and students, filled in or checked by observer 1 (teacher) and observer 2 (students) during the learning process. The results of observations in cycle II that have been obtained. In the teacher aspect, the percentage obtained was **83%** with a success indicator of **"good"** and in the student aspect, the percentage obtained was **79%** with a success indicator of **"good".**

4. Learning outcomes

   Learning outcomes in cycle II can be obtained from the results of tests carried out by each student at the end of learning. The students' tests were analyzed using quantitative data formulas. The learning results of the second cycle of meetings 1 and 2 were obtained in the Indonesian language subject, a percentage of **100%** and in the science subject, a percentage of **95%.**

5. Reflection

   Based on the results of the observations and tests carried out, it can be concluded that the results of the observations and learning outcomes of students have achieved the predetermined indicators of success. Thus, the increase in student learning outcomes in thematic learning using the *Scramble model* in class V of SD Negeri 09 Head Bukit increased from the previous cycle and stopped in cycle II.

Thematic learning using the *scramble model* in cycle II has been carried out well using the *scramble learning model.* It can be seen from the observation results that in the teacher aspect the percentage was **83%** and in the student aspect the percentage was **79%.** The thematic learning conditions using the *scramble model* led to learning outcomes, of which 21 students for Indonesian language subjects obtained a completion percentage of **100%** and for science subjects obtained a completion percentage of **95%.**

For more details, you can see the following data and graphs on improving the learning process and student learning outcomes:

Table 3. Data on Improving the Learning Process

Aspect	Cycle I	Cycle II	Enhancement
Teacher	70%	83%	70% to 83% = **13%**
Learners	75%	79%	75% to 79% = **4%**

CONCLUSION

The conclusion that we can draw from the discussion of this thesis is the use of learning practices using the *Scramble model.* Significantly, the *Scramble learning model* can improve the thematic learning process in class V of SD Negeri 09 Head Hill. The value of the results of the first cycle learning process in the teacher aspect is 70%, the student aspect is 75%. Cycle II on the teacher aspect was 83% and on the student aspect 79%. Using the *scramble* model steps as follows: a) Presenting material according to the topic, b) Distributing worksheets with answers in random order, c) Providing time duration for working on questions/LKPD, d) Working on questions/LKPD based on a predetermined time, e) Checking the duration of time and checking students' work, g) Assessment, h) Appreciation and recognition *scramble* learning model can improve student learning outcomes. There are percentages of learning outcomes in the initial conditions, namely: Indonesian 13% and science 25%, in cycle I Indonesian 14%, science 67%. And in cycle II Indonesian 100% and natural science 95%.

REFERENCES

Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineka Cipata.

Ayanwale, M. A., Sanusi, I. T., Adelana, O. P., Aruleba, K. D., & Oyelere, S. S. (2022). Teachers' readiness and intention to teach artificial intelligence in schools. *Computers and Education: Artificial Intelligence*, *3*, 100099. https://doi.org/10.1016/j.caeai.2022.100099

Djamarah, S. B., & Zain, A. (2010). *Strategi Belajar Mengajar*. Rineka Cipta.

Elitasari, H. T., Yeni Rakhmawati, Irma Yulianti Budi Safitri, & Muhammad Asip. (2023). ALTERATION: 2013 Curriculum Becomes Merdeka Curriculum In Elementary Schools. *PROGRES PENDIDIKAN*, *4*(2), 122–130. https://doi.org/10.29303/prospek.v4i2.350

Fernández-Batanero, J. M., Montenegro-Rueda, M., Fernández-Cerero, J., & Tadeu, P. (2022). Online education in higher education: emerging solutions in crisis times. *Heliyon*, *8*(8), e10139. https://doi.org/10.1016/j.heliyon.2022.e10139

Ghufron, S., Fitriyah, F. K., Sodikin, M., Saputra, N., Amin, S. M., & Muhimmah, H. A. (2024). Evaluating the Impact of Teachers' Personal and Professional Resources in Elementary Education on School-Based Human Resource Management: A Case Study in Indonesia. *Sage Open*, *14*(1). https://doi.org/10.1177/21582440241231049

Gülcan, N. Y. (2015). Discussing the Importance of Teaching Ethics in Education. *Procedia - Social and Behavioral Sciences*, *174*, 2622–2625. https://doi.org/10.1016/j.sbspro.2015.01.942

Han, F. (2021). The Relations between Teaching Strategies, Students' Engagement in Learning, and Teachers' Self-Concept. *Sustainability*, *13*(9), 5020. https://doi.org/10.3390/su13095020

Karwati, E., & Priansa, D. J. (2014). *Manajemen kelas (Classroom management) : Guru profesional yang inspiratif, kreatif, menyenangkan, dan berprestasi*. Alfabeta.

Kusumaningrum, Y. P., & Hardjono, N. (2018). PENERAPAN MODEL DISCOVERY LEARNING UNTUK MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR TEMATIK. *Jurnal Pendidikan Dasar*, *9*(2), 1–10. https://doi.org/10.21009/JPD.092.01

Lestari, N. A. P. (2023). Analysis of 2013 curriculum problems so it is changed into a merdeka curriculum. *JURNAL PENDIDIKAN DASAR NUSANTARA*, *8*(2), 263–274. https://doi.org/10.29407/jpdn.v8i2.19229

Manan, M. (2015). The Implementation of the Right to Education in Indonesia. *Indonesia Law Review*, *5*(1). https://doi.org/10.15742/ilrev.v5n1.137

Octavia, S. A. (2020). *Model-Model Pembelajaran*. Deepublish.

Purwanto, E. (2016). *Metodologi penelitian kuantitatif*. Pustaka Pelajar.

Rubalcaba, L. (2022). Understanding Innovation in Education: A Service Co-Production Perspective. *Economies*, *10*(5), 96. https://doi.org/10.3390/economies10050096

Rusman. (2011). *Model-model pembelajaran : mengembangkan profesionalisme guru*. Rajawali Pers.

Şimşek, E. K., & Kalıpçı, M. B. (2023). A bibliometric study on higher tourism education and curriculum. *Journal of Hospitality, Leisure, Sport & Tourism Education*, *33*, 100442. https://doi.org/10.1016/j.jhlste.2023.100442

Somprach, K., Prasertcharoensuk, T., & Ngang, T. K. (2015). The Impact of Organizational Culture on Teacher Learning. *Procedia - Social and Behavioral Sciences*, *186*, 1038–1044. https://doi.org/10.1016/j.sbspro.2015.04.020

Wijaya, L. H., & Sholeh, M. (2021). Evaluation of 2013 Curriculum Implementation In Economic Learning Class Xi In Madrasah Aliyah Dakwah Islamiyah Putra Nurul Hakim Kediri West Lombok. *Edunesia : Jurnal Ilmiah Pendidikan*, *2*(1), 93–103. https://doi.org/10.51276/edu.v2i1.90