

THE EFFECT OF *SCRAMBLE* LEARNING MODEL ON STUDENT LEARNING OUTCOMES

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ABSTRACT

The issue of inferior learning results resulting from the learning process's propensity to employ less creative learning models serves as the backdrop for this study. This study aims to identify the effect of the scramble learning model on learning outcomes. This research method uses literature reviews from 3 databases, namely Google Scholar, Garuda Portal, and ERIC using the keywords "Scramble Model", "Learning Outcomes",. The inclusion criteria are articles published in 2019-2023, free full text, there is a publisher name, volume and issue and are included in the experimental design. The results of this literature review found 8 articles discussing the impact of instructional approaches on the learning outcomes of student. All articles show that the scramble method can improve student learning outcomes as evidenced by the increase in post-test scores from pre-test scores. The study's findings suggest that using the scramble learning paradigm can encourage student collaboration and produce a positive learning environment so that teachers can apply the scramble learning model to enhance the academic performance of students

Keywords: Scrumble, Learning Outcomes, Students

ABSTRAK

Masalah hasil belajar yang lebih rendah akibat kecenderungan proses pembelajaran untuk menggunakan model pembelajaran yang kurang kreatif menjadi latar belakang penelitian ini. Penelitian ini bertujuan untuk mengidentifikasi pengaruh model pembelajaran scrumble terhadap hasil pembelajaran. Metode penelitian ini menggunakan tinjauan pustaka dari 3 database, yaitu Google Scholar, Portal Garuda, dan ERIC dengan menggunakan kata kunci "Scramble Model", "Learning Outcomes",. Kriteria inklusi adalah artikel yang diterbitkan pada tahun 2019-2023, teks lengkap bebas, ada nama penerbit, volume dan edisi serta termasuk dalam desain eksperimental. Hasil tinjauan pustaka ini menemukan 8 artikel yang membahas dampak pendekatan instruksional terhadap hasil belajar siswa. Semua artikel menunjukkan bahwa metode scrumble dapat meningkatkan hasil belajar siswa yang dibuktikan dengan peningkatan nilai pasca tes dari nilai pra tes. Temuan penelitian menunjukkan bahwa penggunaan paradigma scramble learning dapat mendorong kolaborasi siswa dan menghasilkan lingkungan belajar yang positif sehingga guru dapat menerapkan model scramble learning untuk meningkatkan kinerja akademik siswa

Kata Kunci: Scrumble, Capaian Pembelajaran, Mahasiswa

INTRODUCTION

According to Sukerti & Pudjawan (2020), learning is an individual's endeavour to adapt the way they behave to acquire knowledge. Students are provided with various facilities and infrastructure to integrate all subjects in learning, especially Indonesian language learning (Monawati et al., 2021; Rosanti et al., 2022). The most important thing about learning Indonesian is one's ability to convey information verbally and in writing in daily activities, such as playing, working, and interacting with friends.

The process of learning Indonesian, particularly in elementary school, consists of various activities needed to improve students' ability to communicate effectively in the language (Sukerti & Pudjawan, 2020). The process of learning Indonesian, particularly in elementary school, consists of various activities needed to improve students' ability to communicate effectively in the language (Sukerti & Pudjawan, 2020). Indonesian helps students learn to communicate orally and in writing. Writing is one of the language skills as a means of indirect communication; this skill allows a person to communicate with the interlocutor indirectly or not face-to-face. Nurhayati, STEM Strategies for Learning Creative Literary Works Online in the Era of Covid-19 and 2022. Indonesian is a very important subject in schools, especially in elementary schools. Indonesian must be mastered by students (Sukerti & Pudjawan, 2020). The purpose of Indonesian language education.

The goal of Indonesian language learning is to achieve student learning effectiveness. Improving children's language skills, especially reading skills at an early age, requires learning methods that are fun and interesting for children. It also needs to encourage children to become more fond of reading (Nahdi & Yunitasari, 2019). According to Guanawan (2019), neglecting children's reading ability early in their lives will result in a decline in their scholastic achievement, especially since it will be difficult for them to encourage themselves to read a variety of scholastic knowledge. Students who do not understand reading quickly in the early grades will fail in the later grades. One of the scramble methods can be used to improve early reading language literacy (Rosanti et al., 2022; Sumira et al., 2018; Wuryanti, 2022).

Game-based learning has the ability to draw children's attention to the subject matter. Basically, everyone enjoys playing games because they have elements of recreation and challenge that help relieve stress. Play is the life of children. Therefore, teachers must have the ability to make classroom learning like a game. It is hoped that the teaching and learning process carried out through games will run effectively.

Language games are defined as activities that aim to provide entertainment while improving language skills, such as reading, writing, listening and speaking. Conversely, activities that aim to practice specific language skills but do not provide entertainment are not considered language games. In learning activities, any language games should directly help achieve learning objectives. Children aged six to eight still need a play environment to enhance their self-understanding. Game activities are used as a fun way to achieve learning objectives.

The scramble method is a game type that can be employed in elementary school (Mahmud, 2020; Nurhasanah, 2020; Sumira et al., 2018). Indonesian language learning will be more fun with methods that are in accordance with the material taught by the teacher. Therefore, the scramble method is perfect for teachers to use to create a fun learning environment. The scramble method will allow feedback between teachers and students, which results in a more effective learning process. Consequently, the objective of this review is to determine the impact of implementing the scramble method on primary school students' learning achievement.

METHOD

The research design used is a descriptive literature study that is analyzed qualitatively. This research can also be referred to as a literature study. Sari and Asmendri (2020) concluded that literature research is research conducted by reading several works related to the problems to be studied and noting important parts that have a connection with the material to be discussed. Library research in carrying out its activities only focuses on materials found in libraries and does not require field research. The literature search method uses keywords in Indonesian "Scrumble Method", "Learning Outcome", "Elementary School" while the keywords in English are "Scrumble method", "Learning Outcome", "Elementary School". The research objects in this study are elementary school students from various regions in Indonesia. The databases used for references in this research are Google Scholar, Garuda Portal, and ERIC. The articles analyzed must comply with the inclusion criteria, namely articles published in 2019-2023, free full text, have the name of the publisher, volume, and issue and are included in the experimental design. The analysis used is presented as a description but really takes the shape of a tale.

RESULT AND DISCUSSION

Result

Based on the results of literature review from several data bases such as Google Scholar, Garuda Portal, and ERIC, 8 articles were obtained about the impact of the scramble learning model on the learning objectives of students 6 articles in Indonesian and 2 articles in English. The samples in this study were pupils in junior high school and elementary school with different sample sizes. 7 of the 8 articles used experimental designs and one article was a Action Research in the Classroom

The research results of the 8 articles reviewed show the effect of using the scramble model on student learning outcomes and there is a significant increase in student learning outcomes as evidenced by an increase in Post-test scores from Pre-test scores so that it can be concluded that the use of the scramble learning model can improve student learning outcomes. The results of the analysis of the 8 articles reviewed can be seen in the following table:

Table 1. Scramble Learning Model Analysis Results

No.	Study	Methods	Sample	Pre-test	Post-test	Research Results
1.	Title: The Effect of Using the Scramble Model Domino Cardon Students' Reading Comprehension Skills in Class IIElementary School.	Pre-experiment with <i>One Group Pretest-Posttest Design</i>	40 students	61,4	95,2	Students' reading comprehension ability is influenced by the scramble model assisted by domino cards ($p < 0.000$).
	Authors: (Sunarya et al., 2022)					
2.	Title: Application Scramble Learning Model on Students' Cognitive Learning Outcomes	Pre-experiment with <i>One Group Pretest-Posttest Design</i>	19 students	48,42	84,11	There is an effect of using scramble model on student cognitive outcomes ($p = 0.000 \leq 0.05$).
	Authors: (Hikmah et al., 2020)					
3.	Title: Model Effectiveness Scramble to Improve the Activeness and Learning Outcomes of Elementary Students	Classroom action research (PTK)	38 students	1,26	2,75	The results of the data collection indicate that the scramble learning model can enhance student engagement and learning outcomes when it comes to mathematics courses that cover flat construction topics.
	Authors: (Harahap & Rahman, 2022)					
4.	Title: The Effect of <i>Scramble Model</i> on Students' Learning Outcomes on Theme 9 Things Around Us Subtheme 1 in Class V SDN 1 Lambheu Aceh Besar	<i>True Experimental Posttes Control Group Design.</i>	50 students	38,5	90,4	Students' learning outcomes on the theme 9 Objects are significantly influenced by the application of the Scramble model ($p = 0.000 \leq 0.05$).
	Authors: (Putri et al., 2022)					

No.	Study	Methods	Sample	Pre-test	Post-test	Research Results
5.	<p>Title: The Scramble Model's Effectiveness on Student Learning Outcomes in Science Education</p> <p>Author: (Apriyanti, 2019)</p>	<i>Pre-experimental design</i>	21 students	-	-	<p>1. Average The average learning outcome of students who were given treatment by applying the scramble model was 83.45 and had reached the KKM.</p> <p>2. Available improvement on application of the model scramble on learning Natural Science material on force on student learning outcomes grade IV elementary school</p>
6.	<p>Title: Impact of Scramble Learning Model on Learning Outcomes at SD Negeri 3 Langsa on Theme 8 Raja Muda Karana</p> <p>Authors: (Sembiring et al., 2019)</p>	Quasi-experimental	34 students	46,79	86,4	<p>There is an increase, so can concluded the presence of the effect of scramble learning model on student learning outcomes.</p>
7.	<p>Title: <i>The Beneficial Impact Of The Scramble Learning Model With Picture Cards On Student Learning Outcomes</i></p> <p>Authors: (Sukerti & Pudjawan, 2020)</p>	Quasi-experimental	47 students	-	-	<p>1. The study found that the mean score of the experimental group was higher than the control group (16.4>10).</p> <p>2. This study concluded that the scramble learning model assisted by picture cards had a significant impact on Indonesian learning outcomes.</p>

No.	Study	Methods	Sample	Pre-test	Post-test	Research Results
8.	<p>Title: <i>The Scramble Learning Model's Effect on Class VIII SMPN 2 Bunkuk East Morowali District Mathematics Learning Outcomes</i></p> <p>Author: (Purnomo, 2021)</p>	<p><i>Quasi Experiment with pretest-posttest control group design</i></p>	<p>35 students</p>	-	-	<p>The experimental class had an average statistical value of 80.08, while the control class had an average statistical value of 71.88, and the learning outcomes of students with scramble learning were significantly better than the learning outcomes with ordinary learning.</p>

Discussion

The pre- and post-test results are displayed in the table above. That the scramble method is very effective and recommended to be applied to improve student activeness and learning outcomes. In the first article written by Sunarya et al. (2022), entitled *The Impact of Domino Cards and the Scramble Model on Students' Reading Comprehension Skills in Class III Elementary Schools*, there was an increase in the score on the post-test from 61.4 to 95.2. The results show that the use of the scramble model assisted by domino cards on students' reading comprehension skills in Class III Elementary School.

The second study (Hikmah et al., 2020) examined the scramble learning model's application to students' cognitive learning results with a pre-experiment method with a one-group pre-experiment and post-experiment design. The post-test score increased from 48.42 to 84.11, showing a relationship between the application of the scramble model and students' cognitive learning outcomes ($p=0.000 \leq 0.05$).

The third study (Harahap & Rahman, 2022) examined how the scramble learning model can improve the activeness and learning outcomes of elementary school students with a class action research method (PTK). Of the 38 students taken as samples, the post-test scores increased from 1.26 to 2.75. The results showed that the scramble learning model can improve student activeness and learning outcomes on the topic of mathematical flat shapes.

The fourth article (Putri et al., 2022) entitled *The Effect of the Scramble Model on Student Learning Outcomes on Theme 9 Things Around Us Subtheme 1 in Class V SDN 1 Lambheu Aceh Besar* uses a real experimental method and uses 50 students as samples for a pretest-posttest control group design. The post-test score increased from 38.5 to 90.4. The results showed indicated applying the scramble model had a notable impact on the learning outcomes of the pupils.

The fifth article written by Apriyanti (2019) entitled *The Effectiveness of the Scramble Model on Student Learning Outcomes in Science Learning*, with a pre-

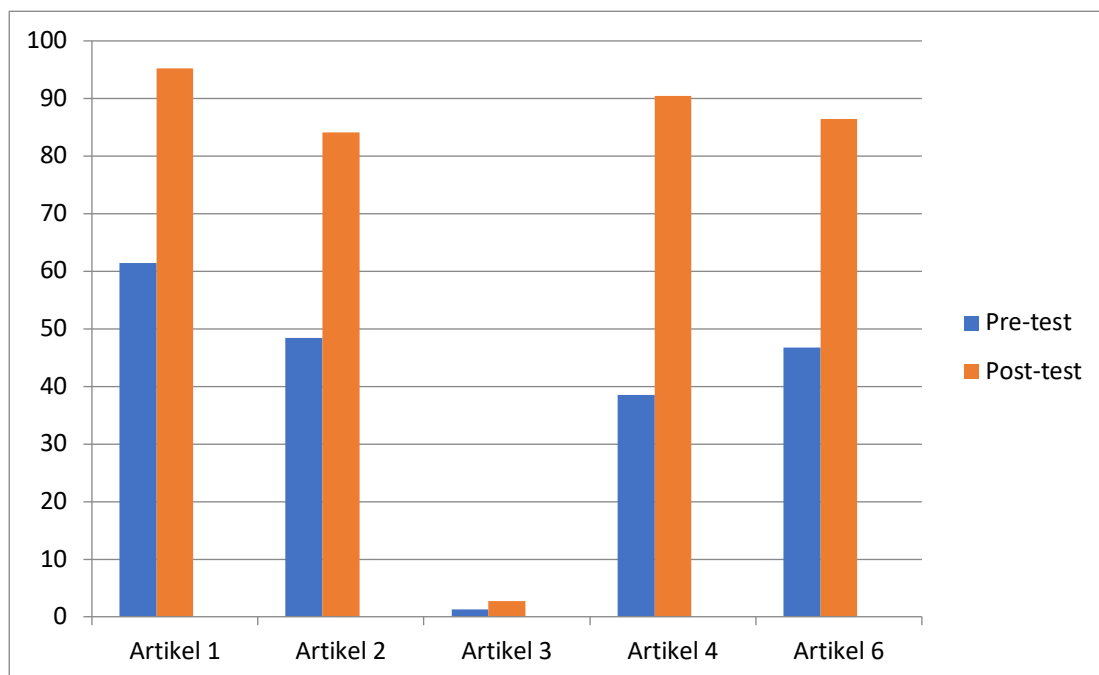
experimental method using 50 students as samples, shows that the learning outcomes of students who were given treatment with the scramble model averaged 83.45 had reached the KKM. The findings show that the application of the scramble model on force material in Science lessons is more effective than the learning outcomes of students given the usual treatment.

The sixth article (Sembiring et al., 2019) entitled *The Effect of Scramble Learning Model on Learning Outcomes on Theme 8 Raja Muda Karana at SD Negeri 3 Langsa* used a quasi-experimental method with 34 students as samples. The post-test score increased from 46.79 to 86.4, indicating that the scramble learning model affects student learning outcomes. The conclusion of this study is that there is an effect of the scramble learning model on student learning outcomes.

The Beneficial Impact Of The Scramble Learning Model With Picture Cards On Student Learning Outcomes (Sukerti & Pudjawan, 2020) examined the results of 47 students as samples. The results showed that the average score of the experimental group was higher than the control group (16.4>10). The study found that Indonesian learning outcomes were strongly influenced by the scramble learning approach with the help of picture cards.

In the 8th article, written by Purnomo (2021), *The Scramble Learning Model's Effect on Class VIII SMPN 2 Bungku Timur Morowali District's Mathematics Learning Outcomes*, researchers found that the average statistical value was 80.08 in the experimental class and 71.88 in the control class. Student learning outcomes in scramble learning are much better than student learning outcomes in direct learning.

Grafik 1. Post-test Improvement Diagram of Scramble Learning Model



Of the eight articles, five showed both pre- and post-test results, and five showed considerable improvement in test results. These results show the great influence of the scramble learning approach supported by picture cards on Indonesian learning outcomes, as shown in the diagram above.

This review provides an overview of how the scramble method is applied to primary school students' learning outcomes. The scramble method increases students' thinking speed and concentration, and facilitates their understanding of historical material (Antoko, 2021; Gunawan, 2019). Overall, the articles analyzed show that the scramble method can improve primary school students' learning outcomes (Harahap & Rahman, 2022; Nurhasanah, 2020; Putri et al., 2022; Sembiring et al., 2019; Sunarya et al., 2022).

Using the scramble method in the learning process has many advantages. Monawati et al. (2021) discovered that the frantic approach can not only improve students' learning outcomes on this review, but also increase students' interest in the lesson. Because it places students randomly in a meaningful arrangement and teaches them to creatively create words, sentences, or discourse that may be better than the original arrangement, this method can create a lively atmosphere in the classroom (Apriyanti, 2019; Putri et al., 2022; Sembiring et al., 2019).

The findings in this study are presented comprehensively by looking at the increase in pre-test and post test scores generated from several studies analyzed (see table 1). This shows that the scramble method has very good effectiveness and is recommended to be applied to be able to increase student activeness and learning outcomes. In the research of Sunarya et al (2022), it can be seen that the score increased from 61.4 to 95.2. The same is also true in the research of Putri et al (2022) whose research sample experienced a significant increase in scores, namely from 38.5 to 90.4 after using this method. This increase also occurred in research participants (Harahap & Rahman, 2022; Hikmah et al., 2020; Mahmud, 2020; Purnomo, 2021; Rijal Fadli & Sopacua, 2023; Sukerti & Pudjawan, 2020; Sunarya et al., 2022) although in the research of Apriyanti (2019), Purnomo (2021), and Sukerti and Pudjawan, (2020) it is not clear that the results of their research do not show the pre-post test scores, but overall the results of their research show the effectiveness of this scramble method.

The scramble method can help students become more interested in learning history because it can reduce their boredom in history lessons (Afridawanti, 2018; Artiningsih et al., 2019; Gunawan, 2019; Mahmud, 2020; Patmawati et al., 2018). Rosanti et al (2022) explained how the scramble method is used. It is a method that affects students' reading comprehension as well as their interpersonal intelligence. This method significantly affects students' activeness during the learning process, which helps achieve learning objectives (Afridawanti, 2018; Antoko, 2021; Artiningsih et al., 2019; Rosanti et al., 2022).

Students are given the task of finding question and answer cards with a randomized answer arrangement in the scramble learning approach. This shows that this model can

make learning in the classroom fun and active because students want to find answers (Sukerti & Pudjawan, 2020). Teachers can apply this model by using picture card media (Novita Sari, 2018). One advantage of the scramble learning model is that each group member is responsible for what the group does, so that no student is silent and Students can learn while playing thanks to the educational process, so that students are not pressured or stressed while learning and can be creative and learn casually. In addition to practicing skills and energizing students, this method can also foster a sense of peer bonding. Finally, Using this strategy can motivate pupils to compete due to its competitive nature (Novita Sari, 2018; Sukerti & Pudjawan, 2020).

The scramble method can increase students' interest in learning because it can be used as a pattern in classroom learning activities and in accordance with the environment around students (Rijal Fadli & Sopacua, 2023). In addition, this method helps students become more focused in answering questions given randomly (Wuryanti, 2022). The scramble method is different from other methods because having questions/cards and answer cards/cards makes students think further to find answers (Rijal Fadli & Sopacua, 2023; Sumira et al., 2018). Since each student can do the task given by the teacher, students can improve their cooperation and responsibility in the learning group (Sumira et al., 2018).

The scrambling learning model's impact on primary school students' learning outcomes will largely depend on several factors such as how the model is implemented, student engagement, availability of resources, and a number of other variables. But in general, the scramble learning model can have some potential advantages in improving student learning outcomes at the primary school level. Here are some of the potential positive effects of the scramble learning model on primary school students' learning outcomes:

1. Scramble learning model can encourage students to actively participate in the learning process. This learning model involves students actively in the learning process, which can increase students' interest and desire to learn. By using cards, students will be more directly involved in organizing information or concepts, which can help improve their memory and understanding.
2. The "scramble" learning model tends to be game-like or interactive. This can make learning more enjoyable for students, and through this game aspect, students can be more motivated to learn. The various tasks and questions on the cards can help create variety in the learning process, which can help students with different learning styles.
3. The process of understanding the information on the cards in the scramble learning model requires critical thinking and other cognitive skills. This process can help sharpen students' thinking ability and improve their cognitive skills. Improve critical thinking skills: In processing information and answering questions from the cards, students may have to develop critical and analytical thinking skills. By manipulating different cards, students are required to process

information more deeply and connect concepts within a given topic.

4. The use of cards in learning can encourage collaboration and interaction between students. Students can interact with each other in problem solving or information completion, which can enhance cooperative and social learning. This learning model can encourage cooperation between students when they work together to complete the task given by the cards.

Scramble learning model is a learning method that involves the use of cards containing information or questions that students need to sort or solve. This technique aims to increase student interaction in learning, build understanding of concepts, and increase engagement in the learning process. The effect of this learning model on student learning outcomes can vary depending on a number of factors such as:

1. Student characteristics: Each student has a different learning style and pace of comprehension. Some students may be more responsive to the scramble learning model while others may prefer a different learning method.
2. Context and learning materials: The effectiveness of this learning model will also be affected by the subject or material being taught. Some topics may be more suitable for this learning method than others.
3. Implementation by the teacher: Teachers need to master this technique well and have the ability to run it effectively so that student learning outcomes improve.
4. Environmental factors: A conducive learning environment can also affect student learning outcomes. Factors such as classroom conditions, support from parents, and adequate learning facilities can be important supports.

The scramble learning model provides many benefits for students, including increased information, critical thinking skills, learning motivation, cooperation and communication skills. Thus, the application of the scramble model in classroom learning can be one of the effective strategies to improve student learning outcomes. As educators, it is important to continue to explore and implement various learning models that can provide better and more meaningful learning experiences for students.

CONCLUSION

Based on the analysis of 8 articles, it shows that overall, the scramble method can enhance the learning outcomes of students. The rise in post-test scores indicates this from *pre-test* scores. The existence of this research can be an illustration for teachers to modify the learning process environment to make it more interesting so that this can improve skills in designing learning with the aim of obtaining optimal learning outcomes. Based on the above conclusions, suggestions can be made to teachers to apply the scramble learning model in the learning process. Because the scramble learning model can be influential in the learning process so that it can have an influence in raising student learning objectives.

It is important to remember that student learning outcomes are influenced by

various factors. The card-assisted scramble learning model is not the only factor that determines learning outcomes. It is important to ensure that this learning method is well integrated in the curriculum and supported by a positive learning environment. It is also important to note that each student has a different learning style, and learning methods need to be customized to meet each student's unique demands to achieve optimal learning outcomes. To understand more deeply about the impact of the card-assisted scramble learning paradigm on the learning objectives of elementary school pupils, it is necessary to conduct scientific research that focuses on this subject. This research will provide empirical evidence on the effectiveness of this learning method and provide further information to educators and policy makers in deciding the right learning approach for students at the primary school level.

The "scramble" learning model's effectiveness can also be influenced by various factors such as the design of the cards, the material being taught, the ability of the teacher to implement this learning model, and the learning style of the students. But keep in mind that this learning model's efficacy is heavily reliant on its implementation by the teacher, student engagement, and the type of material being taught. Student learning outcomes are influenced by various factors, including teaching methods, learning environment, quality of learning materials, level of student engagement, and other factors.

Students can learn and understand what is taught and gain insight and information. Principals can provide motivation and wider information to teachers as material for teaching, expressing creative and fun ideas for students and other researchers can conduct similar research by increasing the amount of data and samples studied and analyzed so that the information obtained is more objective and provides a more comprehensive picture. Hopefully The findings of this research can aid in providing references for other researchers in the implementation and development of other innovative learning models.

It is important to remember that student learning outcomes are influenced by various factors. The card-assisted scramble learning model is not the only factor that determines learning outcomes. It is important to ensure that this learning method is well integrated in the curriculum and supported by a positive learning environment. It is also important to note that each student has a different learning style, and learning methods need to be customized to meet each student's unique demands to achieve optimal learning outcomes. To understand more deeply about the effect of card-assisted scramble learning model on primary school students' learning outcomes, it is necessary to conduct scientific research that focuses on this subject. This research will provide empirical evidence on the effectiveness of this learning method and provide further information to educators and policy makers in deciding the right learning approach for students at the primary school level.

Scramble learning paradigm has been demonstrated to be successful in raising students' learning outcomes as it involves students actively in data reorganization

allowing them to better understand the concepts taught. In addition, this model has the potential to raise pupils' motivation and their participation in learning. This study shows that the use of scramble model can be one of the effective alternatives to raise the standard of instruction in the classroom. However, teachers should still combine the scramble model with other methods to maximize students' learning outcomes.

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