

Efforts to Improve IPAS Learning Outcomes Through Scramble Type Cooperative Learning

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Abstract

This research aims to enhance learning outcomes for fifth-grade students in the even semester of the 2023/2024 academic year using the scramble type cooperative learning method. The study employs classroom action research with a qualitative approach, focusing on three key aspects: research as a methodological treatment for problem-solving, action as teacher interventions to improve quality, and class as the setting for these actions. The research consists of two cycles, each involving four stages: planning, action, observation, and reflection, conducted over two months from March to April 2024 with 32 students. Data was collected through tests, interviews, observations, and documentation. Results indicated a significant increase in students' science learning outcomes, with average scores rising from 69.21 in the pre-cycle to 75.4 in Cycle I and 83.9 in Cycle II. The study concludes that the scramble type cooperative learning method effectively improves students' learning outcomes in science.

Keywords: Improving Learning Outcomes, Natural Science and Social Subject, Scramble Type Cooperative Method

1 INTRODUCTION

Education is an important foundation in the development of students' character and knowledge (Efendy, R., & Irmwaddah, I. 2022). In the context of learning, particularly for the subject of Social Science (IPAS), an effective approach is needed for students to understand the concepts being taught well. However, there are often issues with student learning outcomes that do not meet expectations, both in terms of material comprehension and active involvement in the learning process.

The scramble type cooperative method is a learning technique where students must arrange jumbled words or phrases (Syarahlien, S. 2023). Imagine if a teacher provides random words, and students have to arrange them into correct sentences. This method encourages students to think actively and engage with the material provided by the teacher (Ratna, W. 2019). The goal of the scramble method is to help students better understand the lessons being taught, thereby improving their academic performance. As teachers, their role is to guide and provide learning facilities for students to achieve their learning goals. Teachers are also responsible for assisting student development and monitoring everything that happens in the classroom (Ali, I. 2021).

One method that can be used to improve learning outcomes is the scramble type cooperative learning (Faishol, R. 2019). This method encourages students to collaborate in groups, engage in discussions, and interact with one another to complete assigned tasks (Fitriani, N., Syaikh, A., & Rahmad, I. N., 2021). Through this approach, it is expected that students will be more actively involved in learning, develop critical thinking skills, and enhance their understanding of the material (Andriyanti, R., & Rudyanto, H. E. 2024). Research indicates that the scramble method can increase student involvement in the

learning process, with students participating more actively in group discussions and assisting each other in understanding the material. This study aims to explore the effectiveness of the scramble type cooperative learning in improving IPAS learning outcomes for fifth-grade students (Widyawati, H., & Suprpto, E. 2023). Research by Rahmawati (2022) examined the impact of the scramble cooperative method on students' social skills. The results showed that students learning with this method had better collaboration skills and were more capable of appreciating their classmates' opinions (Ali, I. 2021).

Cooperative learning is an activity where students work in groups to help each other construct concepts, solve problems, or inquire. Each group consists of 4-5 members with heterogeneous abilities, gender, and character, and there is control and facilitation, with responsibility for group outcomes in the form of reports or presentations (Wahyudi, R., Irvan, I., & Nasution, M. D. 2023). From the explanation above, it can be concluded that cooperative learning is where students learn in small groups, helping each other solve problems in learning.

The scramble type cooperative method encourages students to work in small groups. This helps them learn how to collaborate, share ideas, and complete tasks together. These skills are crucial in both educational contexts and the future workplace. By rearranging scrambled words or phrases into correct sentences, students become more actively engaged in the learning process. This process aids their understanding of the concepts being taught at a deeper level, as they must think critically to organize the information correctly. This method transforms students from passive to active participants. In an interactive learning environment, students are more motivated to engage and participate in discussions, reducing the boredom often associated with traditional learning. The scramble type cooperative method can be applied across various subjects and educational levels. Teachers can easily adjust the types of words or phrases used according to the material being taught, making this method highly adaptable. Students are encouraged to analyze and evaluate information as they organize the words, fostering critical and creative thinking skills, which are essential in everyday life.

2 RESEARCH METHODS

The type of research conducted is Classroom Action Research (CAR) (Saputra, N. 2021). . The researcher employs the CAR approach, which involves collaboration with the classroom teacher. The design used in this study follows the Kemmis & McTaggart model (Machali, I. 2022). The research takes place in a fifth-grade classroom at SDN Kelapa Dua Wetan 03 Pagi, with a total of 32 student subjects. The Kemmis & McTaggart model consists of four steps in each cycle: Planning, Action, Observation, and Reflection. The research is conducted in two cycles, with each cycle comprising two meetings.

The data collection techniques according to the Kemmis & McTaggart model in classroom action research (CAR) include several approaches designed to systematically and comprehensively gather information. Here's an explanation of the types of data collection techniques commonly used in this model: 1. Observation, Observations are conducted to directly watch interactions and the learning process in the classroom. Researchers note the behaviors of students and teachers, as well as group dynamics.

Purpose: To identify student activity, engagement in discussions, and the effectiveness of teaching methods. 2. Interviews, Interviews are conducted with students and teachers to gain deeper insights into their experiences, perceptions of learning, and challenges faced.

Purpose: To obtain individual perspectives on the learning process and the impact of the applied methods. 3. Tests, Description: Tests are used to measure student learning outcomes before and after the implementation of actions. These can include quizzes, exams, or assignments relevant to the taught material. Purpose: To assess the improvement in students' understanding and ability regarding the subject matter.

4. Documentation, Collecting data from relevant documents or records, such as lesson plans, student progress notes, and learning outcome reports. Purpose: To provide written evidence of the processes and results achieved during the research. 5. Group Discussions, Group discussions are conducted to gather information from students about their experiences during the learning process. Students can share opinions and reflections. Purpose: To gain collective insights into the effectiveness of the teaching methods used.

Data Collection Usage In the Kemmis & McTaggart model, data collection occurs repeatedly within research cycles. Each cycle consists of planning, action, observation, and reflection. The data gathered during this process is used to evaluate the success of the implemented actions and to plan future actions. Through the combination of these data collection techniques, researchers can obtain a holistic view of the learning process and the impacts of the actions taken. This enables researchers to make better-informed decisions in their efforts to improve educational quality.

Data collection techniques and instruments are carried out through four stages: observation, interviews, tests, documentation, and discussions. Tests are administered to students after the action is implemented during the second meeting of each cycle. The tests are individual assessments in the form of a group of 10 essay questions. Data analysis in this Classroom Action Research is performed in three stages: data reduction, data description, and data verification. The indicators for determining student learning success use the Minimum Completeness Criteria (KKM), which is set above 70, or a minimum classical completeness achievement of 80%.

3 RESULT AND DISCUSSION

From the research that has been conducted, the findings regarding the mathematics learning outcomes on the topic of the volume of solid figures for fifth-grade students in the second semester of the 2023/2024 academic year at SDN Kelapa Dua Wetan 03 Pagi are as follows:

3.1 Research Results

Based on the pre-action data obtained by the researcher, out of 32 students, approximately 7 students were able to meet the Minimum Competency Criteria (KKM), which is set at 7 for IPAS learning. Out of the 32 students, 12 students, or 37.5%, passed, while 20 students, or 62.5%, did not pass, with an average score of 69.21%. The highest score was 90, and the lowest score was 50.

According to the pre-cycle results, many students had not yet reached the KKM, which was attributed to the learning implementation not being optimal. Therefore, the researcher conducted a study over two cycles, consisting of four meetings. Each cycle included two meetings, and at the end of each meeting, students were given assignments to assess their improvement in learning.

In Cycle I, 19 students, or 59.3%, passed, while 13 students, or 40.7%, did not pass, with an average score of 70.46%. This represents an improvement from the pre-cycle results, where only 12 students, or 37.5%, passed and 20 students, or 62.5%, did not pass, with an average score of 75.46%.

From the 32 students assessed, the class average was 75.45%. This shows an increase from the previous average of 70.46%. However, the class average obtained in Cycle I still did not reach the target KKM. Therefore, the researcher will continue the study into the next cycle.

In Cycle II, 26 students, or 80.25%, passed, while 6 students, or 18.75%, did not pass, with an average score of 84.37%. The highest score was 100, and the lowest score was 50, indicating a significant improvement from Cycle I, where 19 students, or 59.3%, passed, and 13 students, or 40.7%, did not pass, with an average score of 75.46%.

Based on the data above, it can be stated that, classically, the students have achieved completeness, as nearly 85% of students passed, while the classical completeness criterion is set at 80%. The class average has also reached the KKM of 83%, while the KKM is 70, meaning most students achieved the KKM. Thus, it can be concluded that there has been a significant improvement in students' learning outcomes in the IPAS subject through the scramble type cooperative method.

3.2 Sub Results

From the research conducted on fifth-grade students at SDN Kelapa Dua Wetan 03 Pagi, which consisted of two cycles, there was an improvement in mathematics learning outcomes in each learning process from the first cycle to the second cycle through the scramble type cooperative learning method. This is evident in the percentage of student learning achievement. The average scores of students, as well as the observation scores for both teachers and students between the first and second cycles, are shown in the table below.

3.3 Table

Table 1. Recapitulation of Learning Outcomes

Learning Outcomes	Pra-cycle	Cycle I	Cycle II
Learners Complete	12	19	26
Incomplete Learners	20	13	6
Average Score	70,46%	75,46%	84,37%
Percentage of Completion	37,5%	59,3%	81,25%

The table above shows that in the pre-cycle, the class average score was 70.46, with a completion percentage of 37.5%. This increased in Cycle I, with an average score of 75.46 and a completion percentage of 59.3%. In Cycle II, the learning percentage increased further, with a class average of 84.37 and a completion percentage of 81.25%, which falls into the "very good" category. These results indicate that this classroom action research achieved the success indicators set, with a KKM of 70 and a success percentage of 80%.

3.4 Figure

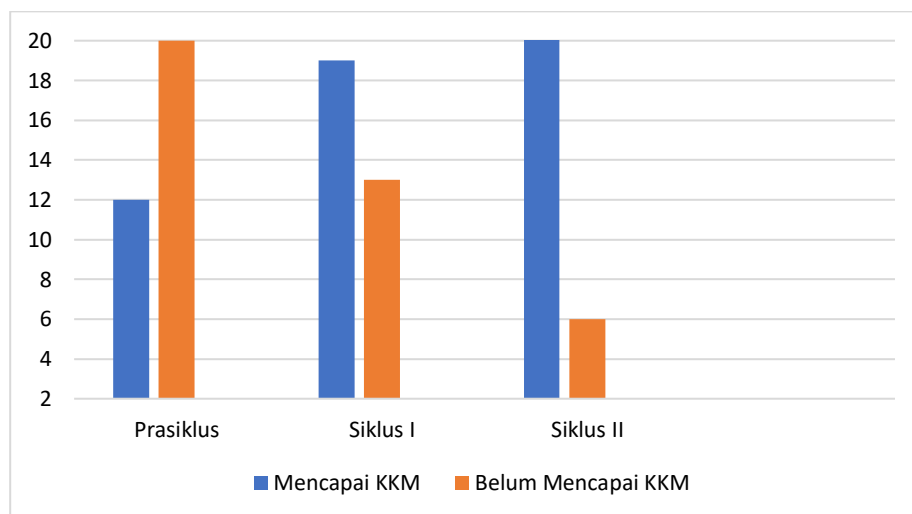


Figure 1. Presentation of Learning Outcome Completeness

The graph above shows that based on the data analysis and field notes, the class average score of 70.46 before the intervention was categorized as "poor." This increased to 75.46, categorized as "sufficient," in Cycle I, and further improved to 84.37, placing it in the "good" category. Initially, the teacher appeared somewhat awkward, and the teaching was not maximized, with students also appearing shy towards the teacher, resulting in the targets set by the researcher not being fully met in Cycle I. The teacher was too focused on delivering the material, which meant students received less guidance. In Cycle I, the teacher used the scramble type cooperative learning model; however, there was noise during group distribution. Field notes indicate that in the first meeting of Cycle I, students began to actively participate and showed enthusiasm during the learning process. Previous research found that the cooperative scramble learning model faced challenges in the IPAS subject, resulting in low learning outcomes for the students.

4 CONCLUSION

Based on the results of the classroom action research conducted in cycles using the scramble type cooperative method in the IPAS subject on the topic of how we live and grow among fifth-grade students at SDN Kelapa Dua Wetan 03 Pagi, it was found that the implementation of this cooperative learning method can enhance student learning outcomes. This is evidenced by the observed increase in student activity from Cycle I to Cycle II.

Based on the results of the classroom action research conducted, the application of the cooperative scramble method in teaching Social Science (IPAS) on "How We Live and Grow" in Grade V at SDN Kelapa Dua Wetan 03 Pagi shows a significant improvement in student learning outcomes.

Pre-Cycle, before the implementation of the scramble method, the average class score was only 70.46 with a completion percentage of 37.5%. This indicates that the majority of students had not achieved the established Minimum Completeness Criteria (KKM). Cycle I, after implementing the cooperative scramble method, the average class score increased to 75.46, with the completion percentage rising to 59.3%. Although there was an improvement, the completion percentage was still below 60%, indicating that the method was just beginning to show positive effects but still required further improvement. Cycle II, in the second cycle, a more significant increase occurred. The average class score reached 83.75 with a completion percentage of 81.75%. This indicates that the majority of students successfully achieved the KKM of 70, and many demonstrated a better understanding of the material taught.

Analysis and Observation, observations during the cycles indicated that student activity increased, particularly in terms of active participation in group discussions. Students appeared more enthusiastic and engaged in the learning process. They learned to collaborate, share ideas, and complete tasks together, which is central to the cooperative scramble method. Indicators of success, this research demonstrates that the implementation of the cooperative scramble method successfully met the established success indicators, which KKM was 70 and success Percentage was 80%.

With this achievement, it can be concluded that the cooperative scramble method is effective in improving student learning outcomes, as evidenced not only by the scores but also by the increased activity and engagement of students in the learning process. The application of the cooperative scramble method not only enhances material understanding but also fosters social skills and cooperation among students. This underscores the importance of interactive and collaborative teaching methods in creating a positive and productive learning environment. This research provides evidence that with the right approach, student learning outcomes can be significantly improved.

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