

# The Application of the Scramble Method to Improve Indonesian Language Learning Outcomes of Third Grade Students at State Elementary School 002 Rambah

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## A B S T R A C T

This study aims to describe the application of the Scramble method (a game of arranging letters/ words) in an effort to improve the learning outcomes of Indonesian language in grade 3 students at SD 002 Rambah. Low interest in reading and mastery of vocabulary is the background for this research. The research method used is qualitative descriptive with a Class Action Research (PTK) design consisting of two cycles. The subject of the study was a 3rd grade student of SD 002 Rambah. Data collection techniques are carried out through participatory observation, in-depth interviews, and documentation of student work. Data analysis uses interactive analysis techniques that include data reduction, data presentation, and conclusion drawn. The results of the study show that the application of the Scramble method is able to create an active and fun learning atmosphere. Qualitatively, there was a significant increase in students' ability to compose sentence structures, vocabulary enrichment, and courage in expressing ideas in writing. The improvement in learning outcomes can be seen from the completeness of the material understanding which is more evenly distributed than before the application of the method. It can be concluded that the Scramble method is effective in improving the quality of the Indonesian language learning process and outcomes of elementary school students.

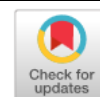
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## INTRODUCTION

Learning outcomes are a multidimensional construct that reflects changes in students' abilities, knowledge, attitudes, and skills after participating in the learning process. This construct not only focuses on cognitive achievement, but also includes affective and psychomotor dimensions. Learning outcomes are influenced by various factors, including learning design, motivation and interest in learning, availability and access to learning resources, and complex interactions between these factors and the characteristics of the material being studied. A number of studies show that improving learning outcomes can be achieved through the application of the right learning model, the use of interesting media, and strengthening students' motivation and interest in learning. However, the amount of influence is contextual, depending on the research design and the characteristics of the students (Yulistria et al., 2021; Putri, 2023).

One of the learning models that can be used to improve learning outcomes is the scramble-type cooperative learning model. This model utilizes the randomized arrangement of words, sentences, or concepts to encourage interaction between students, increase active engagement, and deepen understanding of learning materials. In practice, *scrambles* require students to work together in groups to rearrange elements that have been randomized into meaningful shapes. Therefore, this model not only develops cognitive abilities, but also social skills through collaborative activities.

In literature review, *the scramble* model is often used in learning Indonesian, especially in the development of vocabulary, text comprehension, and language skills. This model is generally packaged in the form of word *scrambles* or educational puzzles that require students to organize information logically. Various classroom action studies have shown that the application of *the scramble* model can significantly improve student learning outcomes, although the level of improvement varies according to the learning context, the number of cycles, and the evaluation instruments used. In general, this model aims to increase students' learning motivation, social interaction, and thinking ability through an active and fun learning approach (Almajirah et al., 2024).

The learning outcomes in learning Indonesian refer to changes in students' abilities that can be observed after participating in the learning process. These results include cognitive, affective, and psychomotor aspects, which are measured through various indicators such as test scores, learning completeness level (KKM), ability to comprehend reading, compose texts, and listening, speaking, reading, and writing skills. In addition, the motivation and attitude aspects towards learning Indonesian are also an important part in assessing the learning success of students (Putri. et al., 2021).

The importance of this research is based on the fact that there is still a problem of low Indonesian learning outcomes in some students, which is often caused by the use of learning models that are less varied and tend to be teacher-centered. This condition has an impact on low student involvement, lack of motivation to learn, and limited opportunities to interact and actively develop language skills. Therefore, learning innovations are needed that are able to create a more interesting, interactive, and meaningful learning atmosphere.

The application of the scramble-type *cooperative learning model* is important to be studied further because it has the potential to increase students' activeness, cooperation, and understanding of Indonesian language materials. Although a number of studies have shown positive results, more contextual studies are still needed according to the characteristics of students and certain learning environments. Thus, this research is expected to make an empirical contribution in optimizing the use of *the scramble* model as an alternative effective learning strategy to improve Indonesian language learning outcomes.

## METHOD

This study uses a qualitative descriptive approach with the type of Classroom Action Research (PTK). The qualitative approach in this study aims to describe in depth student activities, obstacles faced, and changes in learning quality during the application of *the scramble* method.

The research was carried out at SD Negeri 002 Rambah with 19 students in grade III research. The selection of subjects was based on the results of initial observations which showed low vocabulary mastery and low interest in learning Indonesian students.

This research was carried out in two cycles, where each cycle refers to the Kemmis and McTaggart models which include four stages as follows:

### **Planning**

At this stage, the researcher developed a learning tool in the form of a teaching module or lesson plan that integrates *the scramble* method, especially through the use of word card media.

### **Implementation**

This stage is the implementation of the learning plan that has been prepared, namely by applying *the scramble method* in sentence compilation activities and mastery of students' vocabulary.

### **Observations**

At this stage, observations were made of student activities, intergroup interactions, and student responses during the learning process.

### **Reflection**

The reflection stage is carried out to analyze the results of observations in each cycle to determine the necessary improvements in the next cycle.

The data collection techniques in this study include:

#### *Participatory Observation*

The researchers and collaborators observed student involvement in learning activities, especially in compiling random words using the *scramble method*.

#### *Unstructured Interviews*

Interviews were conducted with students to find out the impressions, experiences, and difficulties they faced during the learning process.

#### *Documentation*

Documentation in the form of student work results, such as assignments and grades obtained, is used to complete the research data.

The data obtained was analyzed using interactive analysis techniques which included three stages, namely:

#### **Data Reduction**

The data obtained from observations, interviews, and documentation were selected and simplified to focus on relevant information.

#### **Data Presentation**

The data is presented in the form of narrative descriptions to facilitate understanding of patterns of change and improvement of student learning outcomes.

#### **Conclusion**

The final stage is carried out by formulating research findings regarding the effectiveness of the *scramble* method in improving students' language skills qualitatively.

## FINDINGS AND DISCUSSION

This research was carried out at SD Negeri 002 Rambah by involving grade 3 students as research subjects. Based on the data of the Indonesian language learning outcome test after the application of the Scramble method, scores from 19 students were obtained as follows:

Table 1. Student Learning Outcome Score

No	Student Name	Student Grades
1	Abi	80
2	Afif Nasution	86
3	Aqifa Nayla	92
4	Aqila Azkia Kinara	81
5	Stuart O'Neill	88
6	Biyana	87
7	Eca Rafani	83
8	Fahrul	94
9	Fatih	90
10	Irshan	85
11	Nadira Tafana	85
12	Naila Dalila Aprilia	92
13	Razqa	89
14	Razziq	88
15	Refani Syahna Mtd	93
16	Riani Mutia Azzahra	80
17	Rizki	87
18	Zakwan	81
19	Zilfina Rafani	88

Based on the data obtained, the results of descriptive statistical analysis showed that the highest score achieved by students was 94, while the lowest score was 80, with an average score of 86.67. Overall, the average shows that the level of mastery of Indonesian language material for third grade students of SD Negeri 002 Rambah is in the good category. In addition, all students (100%) have achieved a score above 75 which is used as the limit of the Minimum Completeness Criteria (KKM), so it can be concluded that the completeness of student learning has been achieved classically.

The application of the scramble method in learning Indonesian has been proven to have a positive impact on student learning outcomes. This is shown by the achievement of a relatively high average score, which is 86.67. The scramble method that prioritizes random word or sentence preparation activities is able to create a more active and fun learning atmosphere. Students become more involved in the learning process and no longer rely on conventional lecture methods. Through the use of word card media, students not only develop cognitive aspects, but also psychomotor skills simultaneously.

Furthermore, there are 4 students who obtained scores above 90, which are included in the very good category. This shows that the scramble method is able to help students understand sentence structure and Indonesian vocabulary in a more meaningful way (meaningful learning). The process of rearranging the randomized words encourages students to think actively and discover concepts independently, thereby strengthening the memory of the material studied.

Most of the students, at 67%, were in the 81–90 grade range. The dominance in this good category indicates that the scramble method is well received by students with different levels of academic ability. In addition, the lowest score of 80 is still above the KKM, which shows that this method is effective in minimizing learning outcomes gaps, especially for students with relatively low abilities.

Theoretically, these findings are in line with the characteristics of the scramble method which emphasizes precision, speed of thinking, and cooperation between students. Learning activities that are interactive and game-based also increase students' motivation and participation in the learning process. The results of this study are also supported by previous research which states that the scramble learning model can improve student learning outcomes and foster the spirit of learning in learning Indonesian (Putri Saridewi et al., 2017; Nurtikasari & Fahri, 2020).

Thus, it can be concluded that the application of the scramble method at SD Negeri 002 Rambah is effective in improving students' Indonesian language learning outcomes, both in terms of learning completeness and active involvement in the learning process.

## CONCLUSIONS

The application of the Scrumble method has proven to be effective in improving students' Indonesian language learning outcomes. This is shown by the acquisition of an average grade of 86.67, which is in the "Good" category. Student learning completeness reached 100%, with the highest score of 94 and the lowest score of 80. This shows that this method is able to accommodate the diverse abilities of students so that all students can reach the limit of completeness criteria. The Scrumble method creates an active and fun learning atmosphere, which directly impacts improving students' focus and understanding of word and sentence composition materials.

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