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Implementation of The Scramble Learning Model to Improve Student Learning Outcomes in Christian Religion Education Subjects

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Abstract

There are two objectives expected in this research, namely to find out the process of implementing the learning model scramble on Christian Religious Education subjects at the Evangelical Christian Church Elementary School in Timor Manulai I, Kupang Regency, and to determine student learning outcomes in learning by applying the learning model scramble at the Evangelical Christian Church Elementary School in Timor Manulai I Kupang. This research uses a classroom action research method. This research was conducted in two cycles. The subjects of this research were class IV at the Evangelical Christian Church Elementary School in Timor Manulai I Kupang, with a total of 12 students. The results obtained are that the use of learning models scramble in these two cycles has been proven to improve the learning outcomes of class IV students in the subjects of Christian Religious Education and Character. This is proven by the increase in student learning outcomes in each cycle. Student learning outcomes in Cycle I were 79.58%, and in Cycle II there was an increase in learning outcomes of 85.33%. Thus it can be concluded that the application of the Scramble learning model can improve Christian Religious education learning outcomes for fourth-grade students of Evangelical Christian Church Elementary School in Timor Manulai I Kupang. Meanwhile, these two cycles not only increase student learning outcomes, but students are able to discuss in groups and take responsibility for solving problems given by the teacher. Students can also play and learn in class.

Keywords: *Scramble Learning Model, Student Learning Outcomes, Christian Religion Education*

INTRODUCTION

Learning is one of the interactions between teachers and students and is a teaching and learning process that takes place in the classroom. This shows that there is not only interaction but also the existence of media as a resource that helps students understand the lessons conveyed by the teacher. This means that the interaction between teachers and students who use the media indicates a learning process ([Pasani et al., 2018](#)).

Learning is a process of interaction between students and educators, as well as various learning resources used in the learning process ([Siburian, 2022](#)). Learning is assistance provided by educators to students so that it becomes a process of acquiring knowledge, mastery, and forming the attitudes and behaviors of students, in other words, the learning process is one of the processes to help students learn well and have good attitudes and behaviors ([Halawa, 2021](#)).

To achieve a learning goal, the teacher must be able to design learning and prepare various guidelines that will be conveyed or needed during the learning process and attract students' attention or arouse students' enthusiasm for learning ([Arimbi, 2017](#)). One method used by the teacher is the learning model.

The learning model is one of the plans or patterns that are used as guidelines in designing the learning process in the classroom ([Sahertian et al., 2021](#)). The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, and classroom management. So the learning model is a procedure used in

the learning process to achieve good learning objectives that can attract students' attention to participating in the learning process (Ahmad et al., 2022).

Using the right learning model in a learning process will attract students' attention to participating in learning, and students also be more active in participating in learning. One of the learning models that can attract students' attention during the learning process is the scramble learning model. Meanwhile, Safilda et al. (2021) said that the application of the scramble learning model can improve student learning outcomes and can also attract students' attention to learning.

According to Putra et al. (2021), the scramble learning model is a question card that is distributed to students to work on in accordance with the material that has been submitted by the teacher. Questions and answers distributed to students will be worked on by students, and the answers provided are still in a random state, so students are asked to find the appropriate answer, and students are divided into several groups. So that students will be more active in learning and will not find it difficult to follow the learning process. This learning model can also improve student learning outcomes and attract students' attention during the learning process (Idowu, 2017).

So it can be concluded that the Scramble learning model is a learning model that can attract students' attention to learning and can improve student learning outcomes (Collins & Halverson, 2018). The scramble learning model is one of the models that involves distributing question cards to students along with their answers, which are still in a scrambled state. Students are asked to arrange the answers correctly, and students are also divided into several groups to work on the questions given by students. teacher according to the time determined by the teacher (Meirista & Gapsari, 2020).

One object of the learning process is the achievement of optimal learning outcomes. Student learning outcomes are abilities that students acquire after following the learning process in class. student school environment and the quality of learning (Syahputra, 2022).

Based on observations at the Evangelical Christian Church Elementary School in Timor Manulai I Kupang, during the learning process in the classroom, teachers deliver the learning material using teacher-centered lecture methods so that learning seems boring. Besides, the use of security tools is still minimal so it looks monotonous and students are less enthusiastic about following the learning. Additionally, data related to the test scores of students in the fourth grade of Evangelical Christian Church Elementary School in Timor Manulai I Kupang in Christian Education subjects show that the student's learning outcomes are still below the Minimum Compliance Criteria. The test results show that out of a total of 12 students, there are only 5 students who have achieved the Minimum Completion Criteria (75-85) and 7 other students below the criteria (66-70). The minimum completion criteria for Christian Religious Education Subjects in the Evangelical Christian Church Elementary School in Timor Manulai I Kupang is 75. The decline in the test results is due to a lack of understanding of the concepts in the learning process. The learning process is one of the factors that influence student learning outcomes. One of the learning models that can improve student activity is the scramble model.

The scramble model is very suitable for children the age of class IV because they can learn while playing, and students can also interact with friends in class and are able to discuss and express their opinions.

Based on the description that has been shown above, a learning improvement was conducted with a classroom action research procedure entitled "Implementation of the Scramble Learning Model to Improve Student Learning Outcomes in Grade IV in Christian Religious Education Subjects at the Evangelical Christian Church Elementary School in Timor Manulai I Kupang"

METHOD

This research uses class action research methods and is carried out in two cycles. This research is one way of solving problems that utilize real action in the classroom in the form of an innovative development system, by trying to solve a problem. There are two objectives expected in this research, namely to find out the process of implementing the learning model scramble on Christian Religious Education subjects at the Evangelical Christian Church Elementary School in Timor Manulai I Kupang and to determine student learning outcomes in learning by applying the learning model scramble at the Evangelical Christian Church Elementary School in Timor Manulai I Kupang

This research was chosen as an object so that it can offer new ways to improve teacher professionalism in teaching and learning activities in the classroom by looking at various indicators of system success and learning outcomes, according to [Fitrah \(2017\)](#). In this study, the type of research that was formulated was a spiral type originating from Kemmis and McTaggart ([Saputra, 2021](#)). This research was conducted at the Timor Manulai I Evangelical Christian Church Elementary School, Kupang Regency. The subjects of this study were 12th-grade IV students. The subject that is the focus of this research is Christian Religious Education.

RESULT AND DISCUSSION

Result

Pre Cycle Description

Preliminary conditions Before conducting this research the researcher conducted a pre-cycle study to find out student learning outcomes in the subject of Christian Religious Education in class IV of the Evangelical Christian Church of Timor Manulai I Elementary School before the class was given action. The implementation of the pre-cycle activities was carried out before the implementation of the scramble learning model when the teacher was still using the lecture and question-and-answer method so that student learning outcomes in Christian Religious Education subjects were students who had not completed according to the Minimum Completeness Criterion (75). In this study, the initial conditions for knowing the learning outcomes of Christian Religious Education for fourth-grade students at the Evangelical Christian Church Elementary School in Timor Manulai I were taken from semester test scores.

There are still many grade IV students' scores on Christian Religious Education subjects that have not been completed. The percentage of students who have reached the completeness limit is 41% (5 students), while those who are declared incomplete are 58% (7

students). So this shows that the learning outcomes of fourth-grade students in Christian Religious Education subjects are still relatively low.

The implementation of action research with the scramble learning model is carried out in two cycles, namely, systematically consisting of four stages, namely: the planning stage, the implementation stage, the observation or observation stage, and the reflection stage.

Cycle I

Digestion

At this planning stage, researchers prepare learning tools consisting of a learning implementation plan, syllabus, teaching materials, learning media, and observation sheets and prepare test questions. Prepare the necessary supporting facilities in class, namely: stationery and an attendance list. As well as preparing learning resources (Class IV Christian Religion and Character Education Book, Bible).

Implementation

At this implementation stage, the teacher begins learning activities in accordance with the learning plan that has been created before being approved by the school principal. There are three stages that teachers will go through in teaching, namely: opening activities, core activities, and closing learning activities. The time required by the teacher to teach is 140 minutes.

Observation

According to the results of observations of students in the learning process and the application of the scramble learning model, there are still students who are not active in group discussions, and there are still groups who have not answered questions correctly because they are still confused about the application of the scramble learning model. Students still look confused about the application of the scramble learning model, so they can still be seen during group discussions. Meanwhile, the results of observations made by researchers for teachers are that teachers still do not seem to understand the scramble learning model, and teachers do not provide enough motivation for students to discuss. Student learning outcomes in Christian Religious Education and Character Education subjects were collected using a learning outcomes test with 15 multiple-choice questions. In cycle I, it was given to 12 class IV students. The students who got a score of 75 were included in the complete category. The learning outcomes of students in the first cycle were 6 students with a percentage of 50%, while the students who got a score of 75 who were included in the incomplete category were 6 students with a percentage of 50%. So the average score obtained by students after implementing the learning model scramble in cycle I was 70.83%. And improvements will be made at the next meeting.

Reflection

The results of observations on learning activities in cycle I revealed the following: students did not work together enough in groups, or there were still students who were not active in discussions, and students were still confused about the application of the learning model scramble because this model is being used for the first time.

Cycle II

The process of carrying out classroom action research in cycle II learning is carried out systematically, consisting of several stages, namely: the planning stage, the implementation stage, the observation or observation stage, and the reflection stage.

Digestion

In this process, researchers and teachers work together to determine student learning outcomes according to the material to be discussed. For this reason, teachers need to make a planning stage, namely as follows: Prepare learning tools consisting of a learning implementation plan, syllabus, teaching materials or materials, learning media, and observation sheets, and prepare test questions. Prepare the necessary supporting facilities in class (stationery, attendance list), and prepare learning resources (Class IV Christian Religious Education and Character Books, Bible).

Implementation

At the meeting, the learning process applies the learning model scramble, and a test is held at the end. In the process of implementing cycle II, the first meeting held by the subject teacher begins the learning activities with three steps, namely: initial activities, core activities, and closing activities.

Observation

Based on the results of observations made in this research, namely, students are starting to get used to discussing, students do not appear silent during discussions, and students are starting to understand the learning model scramble. And students do not feel embarrassed in group discussions. while evaluation is carried out at the end of the cycle to determine student learning outcomes. Student learning outcomes in Christian Religious Education and Character Education subjects were collected using a learning outcomes test with 15 multiple-choice questions. In cycle II, it was given to 12 class IV students according to the number of children in that class.

The number of students who reached the Minimum Completion Criteria of 75. was 12 students (100%), and the average score obtained by students after using the learning model scramble at the meeting in cycle II was 100%. From the data above, it can be shown that the percentage of completeness of learning outcomes for class IV students at the Christian Christian Church Elementary School in Timor Manulai I has reached the desired level (75). After using the actions in cycle II, the cycle in this research will be stopped.

Reflection

Based on observations made during cycle II, the following findings were made: Students are starting to get used to discussing, so passive students become more active in learning activities using the learning model scramble. Students become more aware of the importance of working together in groups to complete assignments and other activities. Students do not feel embarrassed in group discussions or when expressing their opinions to teachers and friends.

There is an increase in student scores in terms of student learning outcomes, which shows that the learning activities in cycle II have gone well. Student activities when learning has begun to appear, both in terms of collaboration in groups and discussion activities carried out when implementing the learning model scramble. Students were also more active in working on the evaluation questions given by the teacher in meeting I. The results of this reflection show that with the improvements made in this cycle, there was an increase in quality in terms of learning process activities in class, and there was also an increase in student learning outcomes, as shown through tests at the end of cycle II.

Discussion

Based on the results of the implementation of classroom action research that has been carried out, it shows that the application of the Scramble model to Christian Religious Education and Moral Education subjects can improve learning outcomes for class IV student achievement. Because the scramble learning model is one of the learning models that increases student enthusiasm for learning and students are divided into several groups to work on questions and answers that are still in a random state, students are asked to compose answers correctly and work in groups, and in the application of the scramble learning model, students are also trained to work together to solve a problem. However, in the implementation of cycle I, student learning outcomes have not reached the minimum completeness criteria, namely 75 or not satisfactory. It can be seen that there are still students who are not serious about participating in the learning process or group discussions to solve the questions given, so student learning outcomes are still low (Kartikawati, 2015). Then, improvements in cycle II were seen in the completeness analysis of student learning outcomes, increased from cycle I to cycle II. In cycle I, student learning outcomes were 79.58%, while in cycle II, they increased 85.33%.

Learning outcomes are something that can be obtained by students after receiving learning from the environment in which they participate in the learning process. According to Zulfiah (2017), learning outcomes are abilities possessed by students after they learn as an experience, learning outcomes are essentially changes in behavior.

From the results of this study, it is clear that the scramble learning model applied in the learning process can significantly influence student learning outcomes. In general, student learning outcomes increase in each cycle. This increase occurs because, during the learning process in cycle II, efforts are made to correct deficiencies found in learning cycle I. These efforts can be seen in the increase in learning achievement. After the learning process is carried out properly, it can be seen that the scramble learning model can improve student learning outcomes. According to (Yunita, 2020) says that the scramble learning model is a learning model that uses an emphasis on group training by means of critical thinking so that it can more easily find solutions to problems and can also improve student learning outcomes (Yuniarti, 2021).

According to the Christian Religion Education Teacher at the Evangelical Christian Church Elementary School in Timor, Manulai I said that the scramble learning model was very good and interesting for students because students were asked to complete the questions

given by the teacher after the teacher delivered the material. This is the first time it has been applied to fourth-grade students. Students can be tested to find out how well they can understand the material presented by solving questions given by the teacher related to the material just delivered by the teacher, with the scramble learning model, can also make students active in group discussions, and children are also trained to express opinions during discussions. The scramble learning model can also help students' memory, and using the scramble learning model can also train students to be able to interact with friends in class and group discussions. We can also find out how many students pay attention when the teacher teaches in front of the class. And the extent to which students can understand the material presented by the teacher (Yuna et al., 2018).

The researcher observed that the application of the scramble learning model to the Christian Religion Education subject for fourth-grade students not only increased student learning outcomes but by applying this learning model, students could play and also be able to discuss in groups. The application of this learning model not only looks at student learning outcomes but also at the level of student's ability to discuss. So the learning model that is suitable for elementary school children in grade IV is the scramble learning model. According to Huda, there are several advantages of the scramble learning model, namely: a). train students to think critically and solve problems; b). Enable students to learn while playing; c) Generate a sense of joy and a sense of solidarity and responsibility in the group (Yati et al., 2020).

So based on the expert opinion above and observations from researchers, it can be concluded that the scramble learning model is very attractive to students because students are trained to work together in groups to solve a problem.

RECOMMENDATIONS ON RESEARCH AND DEVELOPMENT

Based on the findings in this study, the learning model of scramble has the benefit of improving the learning outcomes of Christian education subjects. This learning model has also been shown to increase the active participation of students in the learning process. This model also makes learning more enjoyable and helps students work together in groups. Therefore, this research can be used as reference material for teachers of Christian Education subjects or other subject teachers who want to improve student learning outcomes by using a scramble learning model. In the context of research development, it is recommended that further researchers conduct research with larger and more varied samples. Researchers can further investigate the effectiveness of the learning model of scramble in other subjects and can compare the model of learning with other learning models. This research is expected to make a useful contribution to the development of learning in Indonesia.

CONCLUSION

Based on the results of the research, two things can be concluded, namely: first, in implementing the scramble learning model to improve learning outcomes, two things can be proven to be able to improve the learning outcomes of class IV students in Christian Religious Education subjects. This can be seen in the achievement of student learning

outcomes, which experience an increase in learning outcomes in each cycle. Student learning outcomes in Cycle I were 79.58%, and in Cycle II learning outcomes increased by 85.33%, so the application of the scramble learning model was said to have increased by 5.75%. Secondly, by using the scramble learning model in two cycles, not only do student learning outcomes increase, but students are also able to discuss in groups and take responsibility for solving problems given by the teacher. Students become accustomed to discussing with friends in groups. Students can also play and learn in class.

BIODATA



Deviana Sibulo is a Lecturer at the Kupang State Christian Institute at the Faculty of Christian Teaching and Education, Department of Christian Religious Education, Christian Religious Education Study Program. More focus on the field of Christian Religious Education Learning Strategies. Through this research, it is hoped that it can provide knowledge to readers regarding creative learning methods and also this writing will be a blessing to many people.

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Debi Afliana Sapus is a student at the Christian Religious Education Study Program, Department of Christian Education, Faculty of Christian Teaching and Education, Kupang State Institute of Christianity. The author was able to complete a study entitled: The Application of the Scramble Learning Model to improve student learning outcomes in Christian religious education subjects. With this research, the author can achieve a bachelor's degree in education. Hope to be able to develop knowledge by writing an article.

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