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Scramble-Based Social Studies Instruction: Fostering Interest and Engagement Among Elementary School Students

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ABSTRACT

Purpose of the study: This study aimed to describe the implementation of the cooperative learning model of the Scramble type in Social Studies learning for third-grade students at Datok Sulaiman Islamic Elementary School Palopo. It also examined students' learning interest after the implementation and identified supporting and inhibiting factors affecting the model in increasing learning interest.

Methodology: This study employed a descriptive qualitative approach involving 32 third-grade students of Datok Sulaiman Islamic Elementary School Palopo. Data were collected through classroom observation, interviews with teachers and students, and documentation. Research instruments consisted of observation sheets, interview guidelines, and documentation sheets. Data were analyzed using the Miles and Huberman model through data reduction, data display, and conclusion verification.

Main Findings: The implementation of the Scramble model increased students' learning interest in Social Studies. Students demonstrated greater enjoyment, interest, attention, participation, and involvement during learning activities. The learning process involved preparing scrambled-word questions, presenting learning materials, forming heterogeneous groups, completing worksheets within a specified time, and providing assessment and appreciation. Supporting factors included teacher motivation, heterogeneous grouping, clear group objectives, and appreciation.

Novelty/Originality of this study: This study provides a contextual description of how the Scramble cooperative learning model develops Social Studies learning interest through four observable indicators: enjoyment, interest, attention, and participation. It also identifies pedagogical supporting and inhibiting factors, showing that the effectiveness of Scramble depends not only on its game-based activity but also on teacher support, group organization, student characteristics, and learning variation.

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1. INTRODUCTION

Social Studies is an important subject in primary education because it is closely related to students' social lives. Social Studies learning is not merely oriented toward mastering subject matter but also requires

students' active involvement in the learning process [1]-[3]. Such involvement can help students understand the material through more meaningful learning experiences [4]-[6]. Therefore, teachers need to create learning environments that enable students to actively interact, discuss, and complete learning tasks. Active learning can also create a more engaging and enjoyable learning atmosphere for students [7]-[9].

The success of Social Studies learning is also closely related to students' learning interest throughout the learning process. Learning interest can be reflected in students' enjoyment, curiosity, attention, awareness of learning, and participation in learning activities [10]-[12]. Students with a high level of learning interest tend to demonstrate better engagement in learning activities [13]-[15]. Conversely, low learning interest may cause students to be less interested in participating in learning activities and experience difficulties in understanding the material [16]-[18]. Therefore, teachers need to select learning models that are appropriate to students' needs, abilities, and characteristics.

The problem of low learning interest in Social Studies was identified among Grade III A students at Datok Sulaiman Islamic Elementary School Palopo. The extensive Social Studies content and broad range of competencies caused some students to feel bored during the learning process [19]-[21]. This condition was reflected in the students' daily assessment results, in which only 12 out of 30 students achieved the minimum mastery criterion of 65. Meanwhile, the remaining 18 students had not achieved the established minimum mastery criterion. This condition was associated with the frequent use of lecture-based teaching methods by the teacher, resulting in less varied learning activities and consequently low levels of students' learning interest.

One alternative that can be used to address this problem is the Scramble cooperative learning model. The Scramble model involves students in arranging randomly presented answers into correct and logical sequences [22]-[24]. The learning activities are conducted in groups, allowing students to discuss and collaborate in completing the assigned tasks [25]-[27]. These activities can create a more active learning environment because students are directly involved in the process of solving problems [28]-[30]. In addition, the game-like element of the Scramble model can create a more enjoyable learning atmosphere and encourage students to become more interested in participating in Social Studies learning [31], [32].

Previous studies have shown that cooperative learning can support students' learning processes through interaction, collaboration, and group engagement. Slavin [33], explained that cooperative learning at the primary school level can produce optimal outcomes when implemented under appropriate conditions and with suitable mechanisms of group interaction. Reich et al. [34], also demonstrated that learning design and the fulfillment of students' needs are associated with the development of interest in academic subjects. Furthermore, Shubina et al. [35], found that changes in situational interest are associated with patterns of cognitive and socio-emotional interaction during collaborative learning. However, these studies have not specifically described the implementation of the Scramble model in primary-level Social Studies learning by examining indicators of learning interest as well as the supporting and inhibiting factors affecting its implementation.

The novelty of this study lies in its focus on students' learning interest through the implementation of the Scramble cooperative learning model in Social Studies. Learning interest is examined through changes in students' behavior during the learning process, including enjoyment, curiosity, attention, and participation. This study also provides an overview of the implementation process of the Scramble model within the context of Social Studies learning among Grade III students. In addition, the study identifies factors that support and hinder the implementation of the model in increasing students' learning interest. Thus, this study provides a more specific account of the application of the Scramble model to foster student engagement in Social Studies learning.

An examination of the implementation of the Scramble model is important because learning interest is an essential component in fostering students' engagement during Social Studies learning. Learning activities that provide students with opportunities to collaborate, participate, and learn in an enjoyable environment can support the development of learning interest. This study aims to examine the implementation of the Scramble cooperative learning model in Social Studies among Grade III students at Datok Sulaiman Islamic Elementary School Palopo. The study also aims to determine students' learning interest following the implementation of the model. Furthermore, this study identifies the supporting and inhibiting factors affecting the implementation of the Scramble model in increasing students' learning interest.

2. RESEARCH METHOD

2.1. Research Design

The research employed a descriptive qualitative research design. Descriptive qualitative research aims to systematically and accurately describe the actual conditions in the field using qualitative data. This approach was used to describe information regarding the status and characteristics of the research object in the form of a narrative. Through this design, the study provides a comprehensive description of the implementation of the

Scramble cooperative learning model, students' learning interest, and the supporting and inhibiting factors encountered during the learning process.

2.2. Research Subjects

The subjects of this study were the Grade III A students of Datok Sulaiman Islamic Elementary School Palopo. The total number of students involved in the study is presented in the following details. The distribution of students in Grade III A at Datok Sulaiman Islamic Elementary School Palopo is as follows:

Table 1. Research Subjects

No	Class	Number by Gender		Total
		Male	Female	
1	III A	14	18	32

2.3. Data Collection Techniques

Data were collected through observation, interviews, and documentation. Observation was conducted to directly examine the implementation of the *Scramble* cooperative learning model, students' activities and engagement, as well as indicators of learning interest during the Social Studies learning process. Interviews were conducted with the teacher and students to obtain information regarding the implementation of the *Scramble* model, students' learning interest, and the supporting and inhibiting factors affecting its implementation. Documentation was used to complement the research data, including the school profile, student data, photographs of learning activities, and other relevant supporting documents..

2.4. Research Instrument

The research instruments consisted of an interview guide, observation sheet, and documentation sheet. The instrument specifications are presented in Table 2.

Tabel 2. Data Collection Instrument Specifications

Technique	Focus	Investigated Indicators	Data Sources
Observation	Implementation of the scramble model	Material delivery, group formation, assignment/task distribution, group cooperation, speed and accuracy in task completion	Teacher and students
Observation	Learning interest	Feelings of enjoyment, interest, attention, activeness, participation, and involvement in learning	Students
Observation	Supporting and inhibiting factors	Teacher motivation, group division, rewards, student abilities, teacher understanding, and learning variations	Teacher and students
Interview	Implementation of the scramble model	The process of applying the scramble cooperative learning model in Social Studies (IPS) learning	Teacher
Interview	Learning interest	Conditions of interest, feelings of enjoyment, interest, attention, participation, and student responses toward learning	Teacher and students
Interview	Supporting and inhibiting factors	Factors that support and inhibit the application of the scramble model in improving learning interest	Teacher
Documentation	Supporting research data	School profile, student data, learning tools/documents, activity photos, and research documents	School documents and research activities

2.5. Data Analysis Technique

Data analysis refers to the process undertaken by researchers to organize and process all available data obtained from interviews, observations, and documentation. Data analysis was conducted systematically by following established procedures to ensure the validity of the findings. In this study, data were analyzed using the Miles and Huberman model, which consists of three main stages: data reduction, data display, and verification or conclusion drawing.

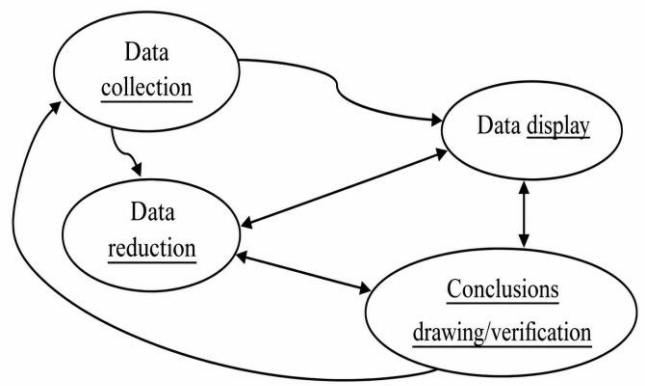


Figure 1. Data analysis process according to Miles and Huberman

2.6. Research **Procedure**

The research procedure consisted of several stages, namely preparation, data collection, data analysis, and conclusion drawing. During the preparation stage, the researcher determined the research focus, location, and subjects and prepared the research instruments, including an interview guide, observation sheet, and documentation sheet. The implementation stage involved observing the Social Studies learning process using the Scramble cooperative learning model, conducting interviews with the teacher and students, and collecting relevant documents. The data obtained were subsequently analyzed through data reduction, data display, and verification or conclusion drawing. Data validity was ensured through prolonged observation and increased research persistence, enabling the information obtained to be considered credible..

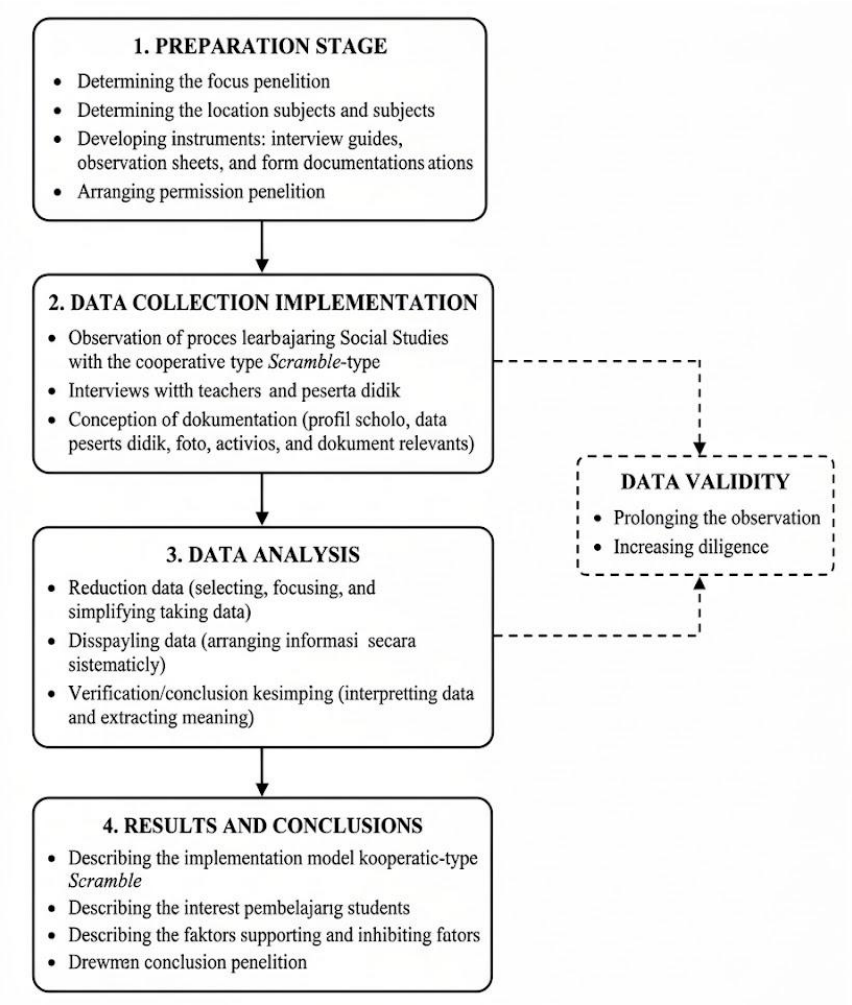


Figure 2. Research procedure

3. RESULTS AND DISCUSSION

Based on the research conducted on the implementation of the Scramble cooperative learning model and its relationship to students' learning interest in Social Studies among Grade III students at Datok Sulaiman Islamic Elementary School Palopo, the findings can be described as follows..

3.1. Implementation of the Scramble Cooperative Learning Model in Social Studies for Grade III Students at Datok Sulaiman Islamic Elementary School, Palopo

Teachers, as educators, employ various learning models and teaching methods to support the effective implementation of the learning process, particularly in presenting learning materials in ways that attract students' attention. However, each learning model employed by teachers inevitably has both strengths and limitations. Therefore, teachers need to develop appropriate strategies to overcome the limitations and difficulties that may arise during the implementation of a particular learning model.

Social Studies learning is expected to enable students to understand learning materials effectively so that they can apply their knowledge in everyday life. Thus, when students learn about natural and human-made environments, they are expected to identify examples of natural and human-made environments found in their respective surroundings. To further assist students in mastering the learning materials, teachers can employ engaging and enjoyable learning models, such as the Scramble cooperative learning model.

To examine how the Scramble cooperative learning model is implemented in Social Studies, the researcher presents the findings obtained from interviews, observations, and documentation conducted in Grade III at Datok Sulaiman Islamic Elementary School, Palopo.

Before implementing the learning activities, the teacher must first determine the type of Scramble to be used. There are four types of Scramble that can be employed in learning activities: word scramble, sentence scramble, paragraph scramble, and discourse scramble. However, based on the findings of this study in Grade III at Datok Sulaiman Islamic Elementary School, Palopo, the type of Scramble implemented was word scramble.

According to Rachman, S.Pd.I., the word-scramble type was selected because it enables students to remember and understand words more easily and quickly. Students at the lower primary school level still have limited abilities in interpreting the meaning of words. Therefore, word scramble is considered an appropriate type of *Scramble* to assist students in understanding words. In preparing word-scramble learning media, the teacher followed the following steps.

1) Developing Questions Based on the Intended Competencies

The questions were developed based on the competencies to be achieved so that students could understand and master the learning materials that had been taught. The competencies targeted in the first-semester Grade III Social Studies curriculum at Datok Sulaiman Islamic Elementary School Palopo included students' ability to identify examples of natural and human-made environments, explain the functions of natural and human-made environments for humans, and identify ways to care for and preserve natural and human-made environments.

2) Creating Answers with Scrambled Letters

The word-scramble questions were prepared in the form of a question-and-answer worksheet. The worksheet consisted of Column A, which contained the questions, and Column B, which contained answers with their letters arranged in a scrambled order. An example of the questions prepared by the teacher is presented below.

Table 3. Matching Questions on Environmental Concepts and Local-Language Terms

No	Kolom A (Questions)	Kolom B (Anagrams)	Jawaban Asli (Unscrambled)
1.	The space we occupy along with everything in it is called...	1) tenvonirnem	ENVIRONMENT
2.	An example of a natural environment is a...	2) oannimut	MOUNTAIN
3.	A large flowing body of water on land is called a...	3) verir	RIVER
4.	A place where airplanes take off and land is called an...	4) trirpoa	AIRPORT
5.	Land that is cultivated and irrigated for growing rice is called a...	5) ydpad fleid	PADDY FIELD

The word-scramble type has a distinctive characteristic: the letters of the provided answers are deliberately arranged in a scrambled order. This characteristic distinguishes the *Scramble* cooperative learning model from other learning models. According to Rachman, S.Pd.I., this learning activity challenges students to arrange the letters and formulate the correct words as quickly as possible. Consequently, the learning process becomes more engaging, enjoyable, and exciting for students.

The effectiveness of a learning activity can be assessed through students' attitudes and behaviors during the learning process. Students' attitudes and behaviors are generally influenced by the way teachers deliver the learning materials and by the type of subject being taught. According to Rachman, S.Pd.I., when students feel comfortable and enjoy interacting with their teacher, they are more likely to pay attention to whatever the teacher presents during the lesson. Therefore, teachers play a crucial role in organizing and delivering learning materials in ways that can stimulate students' interest and encourage them to engage with the subject matter.



Figure 2 . Students Receiving the Learning Materials

In the figure, the teacher is presenting Social Studies learning material on natural and human-made environments to Grade III students at Datok Sulaiman Islamic Elementary School Palopo. The expected learning outcomes are for students to be able to identify examples of natural and human-made environments, understand the uses of natural and human-made environments for humans, and understand how to care for and preserve natural and human-made environments.

The discussion groups were formed after the teacher had finished presenting the learning materials. The groups were organized to provide students with practice questions in the form of a word-scramble activity. According to Rachman, S.Pd.I., presenting questions in the form of a wJord scramble can help students understand the learning materials more quickly and easily. Therefore, teachers need to make efforts to create a learning environment that is both effective and meaningful.



Figure 3. The Teacher Organizes the Students into Groups

The figure shows the teacher organizing and guiding the students to form groups. Each group consists of 4–5 students, depending on the total number of students in the class. After the groups have been formed, the teacher explains the rules for completing the questions collaboratively. The teacher also sets a specific time limit for students to complete the assigned tasks.



Figure 4. Each group is provided with a question-and-answer worksheet.

Once the students understood the rules for completing the task, the teacher distributed the question-and-answer worksheets to each group. In the Scramble cooperative learning process, students were given sufficient time to think, formulate answers, and assist one another in discussing the questions within their groups. This collaborative process helped students gain a better understanding of the learning materials they had studied.



Figure 5. Each group begins working on the questions provided.

Next, each group worked on the questions within the predetermined time limit. During the activity, group members discussed and collaborated with one another to rearrange the scrambled letters into complete and logical words that corresponded to the given questions.



Figure 6. Each group competes to complete the questions as quickly and accurately as possible.

The figure shows each group competing to complete the assigned questions as quickly and accurately as possible. The teacher monitors and assesses each group as they work to complete the task. Once the allotted time has elapsed, each group is required to submit its question-and-answer worksheet to the teacher. In this case, both

groups that have completed the task and those that have not finished must submit their worksheets immediately.e. Guru menilai hasil kerja peserta didik

The teacher assessed the students' work based on how quickly each group completed the questions and the number of questions they answered correctly. Groups that successfully completed the questions quickly and accurately were given appreciation by the teacher, either through verbal praise or small rewards. However, according to Rachman, S.Pd.I., groups that were unable to answer the questions quickly and accurately were still encouraged and motivated to improve. Furthermore, the teacher provided feedback and reinforcement regarding the students' work, particularly their ability to rearrange the scrambled letters in the answer column.

3.2. Students' Learning Interest in Social Studies through the Implementation of the ScrambleCooperative Learning Model among Grade III Students at Datok Sulaiman Islamic Elementary School, Palopo

The dense and explanation-intensive nature of Social Studies content may cause some students to dislike learning the subject. This was evident from Nur Aqila, who considered Social Studies difficult because the answers tended to be lengthy. Other factors may also explain why some students paid limited attention to Social Studies, including limited interaction between students and teachers as well as among students themselves, insufficient direct student involvement in the learning process, and students' lack of deep curiosity about the materials presented by the teacher. These conditions indicate that several challenges remained that prevented the learning process from being fully effective.

The Scramble cooperative learning model was implemented as an effort to address students' low learning interest in Social Studies and to support the achievement of the intended learning objectives. Successful learning outcomes can also provide positive motivation for teachers to improve their instructional practices and design more effective learning activities.

Based on the research findings, students' learning interest increased following the implementation of the Scramble cooperative learning model in Grade III at Datok Sulaiman Islamic Elementary School Palopo in Social Studies. This improvement was reflected in several indicators of learning interest that differed from the students' previous learning conditions.

Students' feelings of enjoyment and positive attitudes toward Social Studies could be observed during the learning activities. The implementation of the *Scramble* cooperative learning model made students more enthusiastic about participating in the learning process. This was because the students were able to learn through a combination of learning and play. According to Rachman, S.Pd.I., students enjoy learning activities when games are incorporated because they feel more comfortable and relaxed during the learning process. Competing to rearrange scrambled letters made the learning activities more exciting and enjoyable.

One of the students, Gabriel Abdillah, stated:

> "I really enjoyed arranging the letters because we worked together and raced against other groups to answer the questions."

One of the students, Gabriel Abdillah, stated:

> "It is very enjoyable to work on questions with groupmates because we can help each other arrange the scrambled letters."

The use of the scramble-type cooperative learning model with third-grade students at Datok Sulaiman Islamic Elementary School, Palopo fostered a sense of enjoyment in Social Studies lessons, as the students showed great enthusiasm when assigned group tasks.

The scramble-type cooperative learning model can benefit student development. This model encourages students to learn through play by arranging scrambled letters to form answers. Groups compete to assemble their answers quickly and accurately. Through these activities, students naturally find themselves enjoying the lesson and participating with enthusiasm.

When students enjoy Social Studies lessons, an interest in the subject emerges spontaneously. This is evident in the students' enthusiasm during lessons and their promptness in completing assignments given by the teacher. According to Rachman, S.Pd.I, this interest arises because students feel comfortable learning Social Studies in a way that differs from the usual routine. Consequently, students come to view learning Social Studies as an engaging and enjoyable experience.

During the learning process using the scramble-type cooperative learning model, students engaged in group discussions to rearrange scrambled letters into correct words. This encouraged every group member to participate in completing the task collaboratively. According to Rachman, S.Pd.I, the participation of each group member was evident during the task, as members cooperated and assisted one another to complete the assignment quickly and accurately. Consequently, the "scramble" type of cooperative learning model fosters closer relationships among students.

The "scramble" cooperative learning model allows students to learn while playing. According to Rachman, S.Pd.I, this model increases students' enthusiasm for Social Studies lessons; this is evident in their beaming expressions and active engagement as they quickly and accurately arrange the letters. Thus, an enjoyable learning atmosphere naturally captures students' interest in participating in the lesson. Furthermore, when complemented by a teacher who is humorous, friendly, and patient, students feel more at ease throughout the learning process.

3.3. Supporting and Inhibiting Factors in the Implementation of the Scramble Cooperative Learning Model to Enhance Student Learning Interest in Grade III at Datok Sulaiman Islamic Elementary School, Palopo

The implementation of learning activities is inevitably influenced by factors that either support or hinder the process. These influences can be observed through both technical and non-technical aspects. Technical aspects refer to the school's facilities and infrastructure that support learning activities, whereas non-technical aspects encompass the teacher's ability to manage instruction and the condition of the students while participating in the learning process.

The influence of supporting factors can facilitate the smooth conduct of the learning process. These factors are essential for achieving success in carrying out learning activities. The supporting factors for the implementation of the "Scramble" type of cooperative learning model aimed at enhancing students' learning interest in the third-grade class at Datok Sulaiman Islamic Elementary School, Palopo are as follows:

1) The teacher provides motivation to the students. Motivating students can have a positive impact on their mental readiness to begin a lesson. This is because, in doing so, students are expected to engage in the learning process with a happy and willing attitude, making it easier for them to absorb the knowledge imparted by the teacher.

2) The teacher forms heterogeneous groups.Teachers form heterogeneous groups to prevent disparities in ability levels across the groups. This approach ensures that each group possesses a relatively equal level of capability. Students with lower proficiency can receive direct assistance from those with higher proficiency, allowing group members to complement one another. Ultimately, this prevents issues arising among students regarding the teacher's grouping decisions.

3) Providing an understanding of the purpose of grouping. Teachers must ensure that students understand the purpose of grouping. Providing this understanding helps students grasp their responsibilities within the group. The aim of forming groups is to accustom students to collaborating as they discuss and work out solutions to the exercises assigned by the teacher. Through such collaboration, each group can successfully complete the task.

4) Showing appreciation to students. Teachers need to acknowledge students for their achievements during learning activities. This allows students to feel valued for the effort they have put in. Such appreciation can take the form of rewards whether tangible or intangible thereby boosting the students' enthusiasm for learning.

The presence of inhibiting factors inevitably affects the implementation of the learning process. Such obstacles can disrupt the learning process or prevent it from being fully effective. To identify these inhibiting factors, one must examine the teacher's ability to manage instruction, the condition of the students, and the adequacy of the school's facilities and infrastructure.

The emergence of inhibiting factors naturally draws the teacher's attention to the need to address them. However, if the teacher fails to attend to these issues, the learning process will be suboptimal or may even fail. The inhibiting factors encountered during the implementation of the "Scramble" cooperative learning model aimed at boosting student learning interest in the third-grade class at Datok Sulaiman Islamic Elementary School Palopo are as follows:

1) Limited teacher understanding of students

As key figures playing a vital role in understanding their students' circumstances, teachers must be proactive in addressing the issues students face. Teachers need to be aware of each student's progress and how they respond to the learning process, given that every student possesses unique abilities. Such insight is gained when teachers genuinely care about and pay attention to their students' conditions, both inside and outside the classroom. When students feel this care and attention, they are generally more willing to open up and share the problems they encounter during learning activities. Consequently, teachers can offer solutions to the challenges students face. This approach also fosters a sense of appreciation and respect among students for their teachers, viewing them as parental figures within the school environment.

2) Use of a monotonous learning model

Teachers naturally employ learning models when conducting instructional activities. There are numerous models available for implementation such as the cooperative learning "scramble" model but relying on the scramble model exclusively is ill-advised, as it can lead to student boredom and disengagement. Therefore, utilizing a variety of learning models is intended to make the learning process more meaningful and diverse, thereby preventing student fatigue and monotony.

Teachers sometimes wish to avoid the hassle and complexity involved in designing and structuring learning activities. Consequently, they often rely on a single teaching model to conduct their lessons. Naturally, such a monotonous approach is detrimental to maximizing students' potential. Teachers should instead be creative, employing various teaching models suited to the subject matter and the students' specific needs, thereby fostering engagement and encouraging active participation.

3) Low student learning ability

Teachers naturally want all students to succeed in their learning. However, it is undeniable that students possess varying levels of ability; some have above-average intelligence, others are at a standard level, and some fall below the standard. This disparity can hinder the learning process, as teachers aim for active participation from every student. Nevertheless, by encouraging students to solve problems through group discussions, it is hoped that students with lower abilities will naturally integrate with their peers and successfully complete their assignments.

Research findings indicate that implementing the Scramble cooperative learning model in Social Studies lessons for third-grade students at Datok Sulaiman Islamic Elementary School Palopo positively influenced students' learning activities and interest. This shift was evident in the students' increased enjoyment, engagement, attentiveness, and participation throughout the learning process. The Scramble method was implemented through several stages: the teacher prepared questions and answers with scrambled letters, presented the material, formed heterogeneous groups, distributed worksheets, set a time limit for completion, and provided assessment and recognition of the groups' work. The activity of rearranging letters to form the correct answer ensured that students did not merely receive information from the teacher but were directly involved in the process of discovering the answers. Thus, the findings demonstrate that the Scramble model can transform Social Studies instruction which often tends to be monotonous into a learning experience that is interactive, collaboratively competitive, and cooperative. This aligns with research showing that students become more enthusiastic when learning involves games, peer collaboration, and solving challenges in groups. The findings also reveal that learning interest arises not solely from the game format itself, but because the game provides opportunities for students to interact, collaborate, think critically, and experience a sense of success during the lesson.

The findings regarding increased learning interest reinforce previous research indicating a positive relationship between the Scramble model and elementary students' interest in Social Studies. For instance, Sya'ban [36], found that students taught using the Scramble method exhibited higher interest in Social Studies compared to those taught via the lecture method. That study employed an experimental design and demonstrated that Scramble serves as a viable alternative to address instruction that is overly teacher-centered. The current study expands upon those findings by observing the increase in interest not merely through score differentials, but through observable student behaviors such as enjoyment, engagement, attentiveness, and participation during the learning process. Consequently, this study provides insight into the mechanisms by which the Scramble model fosters student interest in Social Studies, particularly among third-grade students [36].

These results are also consistent with the research conducted by Rahmayanti et al. [37] found an increase in interest in Social Studies learning following the implementation of the Scramble model. That study demonstrated a difference in learning interest levels before and after the implementation of the Scramble method, with statistical test results showing a significance level of 0.000 (< 0.05). Both studies share the finding that Scramble activities can enhance students' interest in Social Studies learning. However, the current study offers a distinct contribution by employing a descriptive-qualitative approach to explain the process of how this interest develops. Observations and interviews reveal that this interest arises from the experience of learning through play, opportunities for discussion, the challenge of formulating answers quickly and accurately, and teacher support during the learning process. Thus, this study complements previous quantitative evidence by providing a contextual explanation of the students' processes and experiences during the implementation of the Scramble model [37].

The research findings also reinforce the study by Mellyana et al. [38] regarding the implementation of the Scramble game to enhance elementary school students' interest in learning Social Studies. That study found that the Scramble game positively impacted interest in Social Studies and could serve as an alternative instructional method in elementary schools. This similarity is evident in the positive response students showed toward instruction incorporating game elements. However, the current study demonstrates that the effectiveness of Scramble is not determined solely by the word-unscrambling game itself, but also by the interaction design established by the teacher. Forming heterogeneous groups enables students of varying abilities to assist one another, while the provision of appreciation reinforces students' efforts. These findings suggest that Scramble should be understood not merely as a game technique, but as a cooperative activity model that integrates challenge, collaboration, interaction, and positive reinforcement into a single learning experience [38].

Findings regarding student engagement can also be explained by the results of the study by Kavarela and Utomo [39] which found that implementing Scramble-based instruction could boost learning interest while encouraging students to speak, exchange ideas, and support each other in understanding and solving problems.

These results align with the current study, particularly regarding aspects of participation and peer interaction. In this study, student engagement was evident as group members helped one another rearrange scrambled letters into words corresponding to the questions. This activity positioned students as active participants in the learning process rather than mere recipients of information. Thus, the findings demonstrate that increased learning interest can stem from improved quality of student engagement in learning activities. When students are given the opportunity to communicate, collaborate, and contribute to group success, Social Studies learning becomes more meaningful and engaging for them [39].

From a broader perspective of prior research, these findings are also consistent with the meta-analysis results of Nurhasanah et al. [40] which showed that the Scramble learning model positively influences the learning outcomes of elementary school students. Although that study focused primarily on cognitive aspects, the current research indicates that the benefits of Scramble can be observed earlier through affective and behavioral dimensions specifically, learning interest. The activity of rapidly and accurately formulating answers stimulates students to pay attention to the material, engage in discussion, and maintain involvement throughout the lesson. This implies that the Scramble method has the potential to link the affective and cognitive aspects of learning: students are first drawn into and engaged in the activity, and this engagement subsequently supports the process of comprehending the material. Thus, this study broadens the understanding of the benefits of the Scramble method, moving beyond mere improvements in learning outcomes to the creation of an active and enjoyable learning experience [40].

The novelty of this study lies in its focus and approach to explaining the implementation of the Scramble cooperative learning model to foster interest in Social Studies among third-grade elementary students. Previous research has largely evaluated the Scramble model based on learning outcomes, specific competencies, motivation, or comparative results between experimental and control groups. In contrast, this study offers a more contextual perspective on how the Scramble process shapes learning interest through four key manifestations: student enjoyment, curiosity, attention, and participation. Another aspect of the study's novelty is the identification of factors that facilitate or hinder the implementation of the Scramble model. The findings indicate that the model's success depends not only on the characteristics of the game itself but also on teacher motivation, the formation of heterogeneous groups, clear communication regarding group objectives, the provision of appreciation, the teacher's understanding of student characteristics, the variety of learning models employed, and the students' learning abilities. Thus, the study's novelty extends beyond merely demonstrating that the Scramble model can boost learning interest; it elucidates the pedagogical conditions under which the model effectively fosters student engagement in Social Studies learning.

Theoretically, this study implies that the learning interest of elementary school students can be fostered through instruction that integrates elements of play, social interaction, challenge, and cooperation. These findings reinforce the view that cooperative learning is not solely focused on academic achievement but can also generate emotional and social engagement among students. Practically, the results suggest to Social Studies teachers that the "Scramble" method offers an alternative to monotonous instruction, particularly for topics requiring the mastery of specific terms, concepts, or vocabulary. Teachers need to design tasks aligned with learning competencies, select a Scramble format appropriate for the students' developmental stage, form heterogeneous groups, set reasonable time limits, and provide appreciation and feedback on the students' work. The findings also indicate that teachers should combine the Scramble method with other instructional models or strategies to prevent its use from becoming a monotonous routine.

Based on the research findings, it is recommended that elementary school teachers use the Scramble model selectively, taking into account the characteristics of the subject matter, learning objectives, and student abilities. Teachers are advised against using the Scramble model continuously, as a variety of teaching strategies remains necessary to prevent monotony. During implementation, teachers should also consider the varying abilities of students by forming heterogeneous groups, allowing higher-achieving students to assist those requiring support. Furthermore, recognition should be awarded not only to the group that completes the task fastest but also for teamwork, accuracy, the courage to express opinions, and individual progress. Future researchers are encouraged to evaluate the application of the Scramble model using quantitative designs or mixed methods, involving larger student cohorts, and to compare it with other cooperative learning models. Subsequent studies could also investigate whether the increased interest observed in this research translates into improvements in learning outcomes, critical thinking skills, communication, or social skills.

This study has several limitations that should be considered when interpreting the results. First, the study was conducted in a single class Class III A at Datok Sulaiman Islamic Elementary School in Palopo meaning the findings cannot be broadly generalized to all elementary school students. Second, the study employed a descriptive qualitative approach using data gathered through observation, interviews, and documentation; consequently, the increase in learning interest was explained primarily through changes in student behavior and responses rather than through quantitative measurement using interest scale instruments. Third, the implementation of the Scramble method relied heavily on the teacher's ability to design questions, manage groups, allocate time, and provide reinforcement. Fourth, varying student abilities could influence the

level of engagement among individual group members. Furthermore, the study focused on Social Studies material regarding natural and man-made environments, so the effectiveness of the Scramble method for other Social Studies topics remains uncertain. Therefore, the research findings should be understood within the specific context of the students, the subject matter, the teacher, and the school environment where the study took place.

4. CONCLUSION

Based on the research findings, it can be concluded that implementing the "scramble" type of cooperative learning model in Social Studies ilmu pengetahua sosial for third-grade students at Datok Sulaiman Islamic Elementary School Palopo positively influenced student learning activities and interest. This learning model fosters an active and enjoyable learning atmosphere and encourages students to collaborate in groups, thereby making the learning material easier to understand and retain. The implementation of the scramble model also boosted student interest, evidenced by their enjoyment, attentiveness, and active participation in lessons and group tasks. Its implementation was influenced by both supporting and inhibiting factors, ranging from technical aspects such as the availability of facilities and infrastructure to non-technical aspects, including teacher competence and student conditions. Future research is recommended to expand the application of the scramble cooperative learning model to different educational levels, subjects, or student demographics, utilizing larger samples to allow for a more comprehensive assessment of the model's effectiveness.

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