



Increasing Student Collaboration Through the Scramble Type Cooperative Learning Model in Elementary School

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Article Info

Article history:

Received Oct 11, 2023

Revised Nov 12, 2023

Accepted Dec 18, 2023

Keywords:

Cooperation
Elementary School
Scramble Type Cooperative

ABSTRACT

Purpose of the study: Learning that prioritizes one-way interaction in class causes the learning process to become less interesting so that students easily get bored when participating in learning activities. This research aims to increase student cooperation through the Scramble type cooperative learning model in class III students at State Elementary School 187/1 Muara Bulian.

Methodology: This research is classroom action research which consists of two cycles, where the data taken is in the form of observation data, through student collaboration observation sheets. This research was carried out in 4 stages, namely the planning, implementation, observation and reflection stages. During the teaching and learning process, learning activities apply the Scramble type cooperative learning model.

Main Findings: The research results show that the application of the Scramble type cooperative learning model can increase student cooperation in social studies subjects. Based on the observation sheet, student collaboration shows an increase with the percentage of student collaboration being 69% in the good category in cycle I and 84% in the very good category in cycle II. Based on the research findings, it can be concluded that student cooperation in social studies learning for class III students at State Elementary School 187/1 Muara Bulian can increase after implementing the Scramble type cooperative learning model.

Novelty/Originality of this study: This research shows a significant increase in student collaboration after implementing this learning model. These findings indicate that the Scramble type cooperative learning model is effective in encouraging student cooperation and making the learning process more interesting for them. Thus, this research contributes to the development of learning methods that are more interactive and actively involve students.

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1. INTRODUCTION

One of the important elements that is the foundation of education is the existence of a learning process [1]. According to Daryanto [2] learning is a process of change in personality in the form of permanent skills, attitudes, habits and intelligence in behavior that occurs as a result of training or experience. Lessons are a process of mutual interaction and collaboration between teachers and students. Cooperation is important for human life, because with cooperation humans can survive. Collaboration also requires interaction between

several parties. According to Soekanto [3] cooperation is a joint effort between individuals or groups to achieve certain goals. This opinion clearly states that cooperation is a form of relationship between several parties who interact with each other to achieve common goals, one of which is the learning process.

From the researcher's observations regarding the learning process in class III, only a few people were able to collaborate with the teacher, such as observing, listening and paying attention. In the learning process students only listened to the teacher, and students were not given the opportunity to express ideas, the teacher only explained using the lecture method. and students just observe the textbook on the table. In the learning process there is no visible cooperation either between teachers and students or between students and students. Because the problem that researchers found was a lack of attention to the teacher when explaining, and a lack of student cooperation in the classroom during the learning process.

If we look at the learning process, it can be observed based on several teacher and student activities which include 3 stages in the implementation of learning [4]-[6]. Namely the initial activities, core activities and closing activities. Based on the results of observations and video analysis of the three learning stages, researchers can observe the following in the classroom: In the initial activities, core activities and closing activities, only the teacher is always active in front of the class, students only listen to what the teacher explains, such as in the learning process, students only hear the teacher's explanation and only a few students pay attention to the teacher when explaining, and other students are busy with their own affairs, from this explanation the researcher assumes that there is a lack of cooperation between students between teachers, and students with students.

Based on observations at State Elementary School 187/1 Teratai class III, with 18 students consisting of 11 female students and 7 male students, during the learning process it was seen that only a few students were able to collaborate with friends and teachers in the learning process. The learning activities there, the teacher still does not implement cooperation in groups, when the teacher divides into groups the students are still busy with their own activities, the students do not discuss with other students but only work independently. Even though the teacher conveys assignments that should be discussed with the team, the students do not discuss it with the team, even in one team the students do not talk at all to their fellow group members. Lack of student cooperation in learning can result in the learning process becoming less conducive, so that the hope of making learning meaningful will be difficult to achieve. There is no visible collaboration in the learning process between students and students.

Problems that researchers found during the learning process included: (1) there was still social jealousy between students (2) lack of cohesiveness or good cooperation between students when given assignments, (3) students seemed to easily give up if they had difficulty completing the assignments given. by the teacher, (4) helping friends to get praise from friends and teachers, (5) not daring to admit mistakes in front of the teacher, characterized by always passing off mistakes made to other friends, (6) some students do not obey the rules made by schools, (7) there are still some students who are lazy in learning in class. This condition has an impact on learning achievement and interactions between students. In fact, collaboration that takes place within the school, especially in the classroom, is expected to be a breakthrough force to foster student cooperation in interacting so that the final goal of the teaching and learning process can achieve optimal results.

Based on the description above, researchers want to apply the scramble learning model to increase student collaboration [7]-[9]. Considering in this case that students' learning styles are different, the scramble learning model provides students with the opportunity to search for information using various methods that are meaningful to them. And can carry out learning processes in groups that require student cooperation in groups. This scramble learning model provides a slight touch of random word play, with the hope of attracting students' attention in working together in groups. The scramble learning model is a learning model that requires cooperation within a group so that the cohesiveness within the group is not broken up, and this scramble learning model is a language game in answering questions by arranging words that will form sentences, this model shows an activity to acquire certain skills by encouraging way [10]-[12].

This scramble learning model has the following advantages: (1) In the scramble learning model, there are no students or group members who are passive or just silent, this is because each group member has responsibility for the success of their group, (2) The scramble learning model makes students more collaborative, creative in learning and thinking, studying material more relaxed and without pressure because the scramble learning model allows students to learn while playing, (3) the scramble learning model can foster a sense of solidarity among group members, (4) the material provided becomes impressive and always remembered by students, (5) The scramble learning model also encourages students to be more competitive and enthusiastic to progress further [13]-[15]. From the description of the advantages of the scramble learning model above in number 2, it is clear that this model is suitable for increasing student cooperation in groups and discussions.

This research is in line with research conducted by Joni et al., [16] who examined efforts to increase elementary school students' interest in learning by implementing the scramble type cooperative learning model. The results of this research are that there is an increase in students' interest in learning after implementing the scramble type cooperative learning model. This research is also in line with research by Liyana [17] with research that examines the influence of the scramble type cooperative learning model assisted by flip chart media

on student learning outcomes, where this research states that the use of the scramble type cooperative learning model has an influence on student learning outcomes. What differentiates this research from previous research is the effort to increase student cooperation through the application of the scramble type cooperative learning model, this is also the novelty of this research.

From the explanation above, this is the reason researchers overcome the problem of lack of student cooperation in learning and group work by implementing the Scramble type cooperative learning model because in essence this model requires students to develop cooperation in groups, the ability to think creatively, and foster a sense of solidarity between groups. The importance of this research is to teach students cooperation in classroom learning activities through the scramble type cooperative learning model. With this research, the results of the research can be used as input for teachers in increasing student collaboration. So the researcher will conduct research with the aim of increasing student cooperation through the Scramble type cooperative learning model in class III students at State Elementary School 187/1 Muara Bulian.

2. RESEARCH METHOD

This research was carried out at State Elementary School 187/1 Muara Bulian. Researchers then carried out observations and interviews. The subjects in this research were class III students at State Elementary School 187/1 Muara Bulian. The number of students in this class is 18 people consisting of 11 female students and 7 male students.

This research has several stages, namely: planning, implementation, observation, evaluation, and reflection. According to Aries et al., [18] classroom action research is recycled research carried out by teachers to make improvements to the learning process. Research procedures are the steps in conducting research Surahman et al., [19], in this research namely classroom action research. Classroom action research is a combination of two research methods, namely qualitative and quantitative research [20]-[22].

This research will be carried out in several cycles. The cycle will be stopped if the student has experienced an increase in independence, or in other words the data has shown that the Problem Based Instruction model can increase student learning independence. The cycle is planned to be carried out in 2 cycles. If the data obtained during the 2 cycles is still insufficient then the cycle will be increased until The data has met the success criteria. The research model used in this research is the Kemis and Mc model Taggart [18].

Data analysis to test the research hypothesis [23]. Research analysis uses qualitative and quantitative analysis. Quantitative analysis is calculating how much student cooperation increases after being given action, namely by using the Scramble learning model. Qualitative analysis is describing data with sentences to obtain clear and detailed information [24]. This data analysis technique is obtained by reflecting on the results of observations. The observation data that has been obtained is then carried out by the teacher during the learning process, namely by using the Scramble learning model.

This research will be said to be successful if there has been an increase in student cooperation from the initial conditions, after learning using the scramble learning model until the action is completed. The details of the researcher's success are that there was an increase in student collaboration in learning in class III at State Elementary School 187/1 Muara Bulian where around $70\% \leq 85\%$ were in the very good category or around 15 students already had an increase in student collaboration.

3. RESULTS AND DISCUSSION

Initial observations carried out showed that the results of student cooperation in learning in class III of SD Negeri 187/1 Muara Bulian looked low. The results obtained during initial observations used research observation sheets in class III of SD Negeri 187/1 Teratai to increase student cooperation in learning with using the scramble type cooperative learning model.

The cause of this problem is caused by several factors (1) students' lack of interest in learning so students think that learning is boring, (2) teachers have not given students the opportunity to collaborate with their friends, so students are embarrassed to ask questions or discuss with their friends (3) in the learning process there is a lack of learning models used by teachers so that students get bored easily because the teacher only explains and asks students to take notes on what is explained by the teacher, (4) the facilities and infrastructure and learning media used are still very limited, for example in the classroom there are some textbooks. students who don't have books, but students are lazy to join their friends who have books, so it can hinder students in providing material by the teacher (5) because they are used to doing their own assignments without any opportunity for cooperation. Students become used to it and prefer to be self-centered that their opinion is correct without discussing it again with their friends, (6) in the learning process there is no group formation by the teacher in the class.

This research design consists of two cycles, one cycle with two meetings, where each cycle has 4 stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection.

3.1. Cycle 1

At the action planning stage of cycle 1, after conducting observations, the researcher collaborated with the teacher to determine the problem and the actions that would be taken to overcome the problem. At the implementation stage, the social studies learning process was carried out using the Scramble learning model in groups. The use of this model is as a starting point in implementing action, because in implementing learning using the Scramble learning model, it begins with providing stimulus using lesson material about introducing the types of work that will be accepted by students, which later students will find out by working together about the questions and answers that are given. After the teacher has scrambled, finally with the teacher's guidance the students can arrange the answers correctly. In the Scramble learning model, students will be required to work together in groups which will then produce the correct wording of the learning material. Which will later train students to work together in groups during the learning process.

Based on the results of observations and video analysis of the learning process after being given action using the Scramble learning model. It can be seen in the observation of cycle I activities, carried out to determine the increase in student cooperation in learning during the ongoing teaching process. By using the Scramble learning model which is a new model applied in social studies learning.

From data collection to the results of observations in research regarding the increase in student cooperation in learning at the first meeting in the class, the initial condition was 58%. Researchers here will examine the shortcomings or problems that occur during the process of implementing the scramble learning model that has been determined. At the first meeting, the researcher had problems in overcoming the series of steps in implementing the scramble learning model, namely when the teacher distributed groups, the students were very noisy in forming groups, they were busy with themselves. Then students still tend to be passive in participating in learning, and there are still those who do not see cooperation in learning. From data collection to the results of observations in research regarding the increase in student cooperation in learning at the second meeting in the class, the initial condition was 69%. At the second meeting, the researcher experienced problems in distributing groups because the students did not hear the construction teacher in front of the class, but at this second meeting, student collaboration in learning was more visible or prominent compared to the previous meeting. The weakness that the researcher found at the second meeting was that there were some students who were still lazy. in doing the task.

At the reflection stage, several parts were found that had to be evaluated, namely as follows:

1. It's best to divide groups based on the closest seats so they can easily adjust, still adapting to the new learning atmosphere that they haven't yet experienced, then that's what makes students a little difficult to manage. However, it must be heterogeneous with different abilities.
2. The teacher must warn and advise the student. So that students are able to work together in one group.
3. Teachers must look for interesting ways of delivering material such as using learning media, objects in daily life that are related to the material being studied so that students are active in learning and experience it directly, this will increase student cooperation in learning.
4. Teachers must be able to pay attention, condition the class, and separate seats for students who often fight over each other in class.
5. Teachers must provide media for students to try out and observe directly so that students are active, active and interested in learning so that they appear to work together.
6. The teacher must be able to make groups fairly, for example when dividing groups, don't make sure that those who are equally active in working together should be able to make the group divisions fair.

3.2. Cycle 2

At the action planning stage of cycle 2 I, after conducting observations, the researcher collaborated with the teacher to determine the problem and the actions that would be taken to overcome the problem. At the implementation stage, the social studies learning process was carried out using the Scramble learning model in groups. The use of this model is as a starting point in implementing action, because in implementing learning using the Scramble learning model, it begins with providing stimulus using lesson material about introducing the types of work that will be accepted by students, which later students will find out by working together about the questions and answers that are given. After the teacher has scrambled, finally with the teacher's guidance the students can arrange the answers correctly. In the Scramble learning model, students will be required to work together in groups which will then produce the correct wording of the learning material.

Based on the results of observations and video analysis of the learning process after being given action using the Scramble learning model. It can be seen in the observation of the first cycle activities of the second meeting, carried out to determine the increase in student cooperation in learning during the ongoing teaching process. By using the Scramble learning model which is a new model applied in social studies learning in Basic Competency: 2.4 knowing the history of money.

From data collection to the results of observations in research regarding increasing student cooperation in learning at the first meeting in the class, the condition of the first meeting in the 2nd cycle was 77%. It was seen that at the first meeting of the 2nd cycle, students were starting to show cooperation, but there were still students who looked confused or looking left and right during the learning process. From data collection to the results of observations in research regarding increasing student cooperation in learning at the second meeting in the class predicate initial conditions experienced 84%. At the second meeting the researchers experienced that students were difficult to manage when learning began, but at this second meeting student cooperation in learning was more visible or stand out compared to the previous meeting, the weakness that researchers found in the second meeting was that there were some students who were still lazy in doing their assignments. But in the last cycle, namely the second meeting of the 2nd cycle, students have seen increased cooperation in learning, this can be seen in the time of increase from the initial meeting to the final meeting, increasing by different numbers.

At the reflection stage, several parts were found that had to be evaluated, namely as follows:

1. It's best to start learning by inviting students to play first so that students don't look bored.
2. The teacher must warn and advise the student. So that students are able to work together in one group.
3. Teachers must look for interesting ways of delivering material such as using learning media.
4. Teachers must be able to pay attention, condition the class, and separate the seats of students who are often noisy in class.
5. Teachers must provide media for students to try out and observe directly so that students are active, active and interested in learning so that they appear to work together.
6. The teacher must be able to make groups fairly, for example when dividing groups, don't make sure that those who are equally active in working together should be able to make the group divisions fair.
7. The teacher should give repeated explanations a maximum of 2 times or can make students ask questions first before giving exercises to students, so that students are able to answer questions from the teacher.

The implication of this research is that the action of using the Scramble type cooperative learning model can increase student cooperation in learning, indicating that this approach can be an effective alternative in increasing student interaction and participation. The results of this research can be a basis for further research. For example, further research could explore certain aspects of the Scramble type cooperative learning model that have a positive impact on student cooperation. This research still has limitations in using a small scale sample size. This research does not consider all relevant variables that may influence student cooperation.

4. CONCLUSION

Based on the research that has been carried out, it can be concluded that the implementation of the scramble type cooperative learning model in cycle 1 was not effective at the first meeting with class completion data reaching 58%, but at the second meeting it started to be effective with class completion data reaching 69% in the good category. In the improvements in the second cycle, the first meeting with the scramble type cooperative learning model ran effectively. With the data that class completion reached 77%, however at the second meeting using the Scramble type cooperative learning model was effective. With data, class completion reached 84% in the very good category. There was an increase at each meeting in cycles 1 and 2 with levels of 58%, 69%, 77% and 84%. Based on the levels in cycle 1 and cycle 2, there was good improvement after implementing the scramble type cooperative learning model. So actions using the scramble type cooperative learning model can increase student cooperation in learning. The researcher recommends that schools should use the results of this research to determine learning implementation policies so that student cooperation increases.

ACKNOWLEDGEMENTS

Our thanks are infinite to all parties who have helped in the success of this research. Hopefully this article can provide benefits and positive contributions in the field being researched.

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