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Improving Civics Learning Outcomes Through the Scramble Learning Model for Class V Students Elementary School

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Article Info	ABSTRACT
	Purpose of the study: This research aims to improve Civics (Citizenship Education) learning outcomes using the scramble learning model for fifth grade students at Prawirotaman Yogyakarta State Elementary School **Methodology:** This research is ex-post researchThis type of research is classroom action research. The research subjects were 17 students in class V of Prawirotaman State Elementary School, Yogyakarta. Data collection methods in research include tests, observation and documentation. The research instruments are tests and learning implementation sheets. The data analysis technique used is quantitative and qualitative descriptive. The indicator of the success of the action is marked by ≥75% of the total number of students who took part in the learning process having obtained a score of ≥75. **Main Findings:** The main finding of this research is improvementCivics learning outcomes for fifth grade students at Prawirotaman State Elementary School, Yogyakarta after using the *scramble learning model* in cycle I and cycle II.Based on test results in implementing learning with models*scramble* learning , students who achieved a score of ≥75 were 70.59% in cycle I and increased to 88.24% in cycle II. The increase in learning outcomes occurred after improvements in actions in cycle II, namely the teacher divided the groups more clearly, the number of group members was reduced, andgiving *rewards* to calm students. The action is dismissed on the cyclebecause it has achieved the success criteria. **Novelty/Originality of this study:** The Scramble learning model is designed to improve understanding of concepts. Research can evaluate the extent to which Civics learning outcomes have improved, especially in understanding the concept of citizenship.

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1. INTRODUCTION

The provision of education in schools emerged since the existence of the Constitution (Constitutional Law) 1945 article 31 paragraph 3 which reads "the government seeks and implements a national education system, which increases faith and piety as well as noble morals in order to educate the life of the nation, which is regulated by law". These regulations give rise to interactions between students and teachers in the learning process that occurs in various educational institutions [1], [2]. Improving the quality of education can be seen through the quality of education in a school [3], [4]. The implementation of the education system in schools is carried out

according to the curriculum determined by the government [5], [6]. The curriculum is prepared according to the conditions of society and the surrounding environment [7].

The existing curriculum in Indonesia has been updated several times. Curriculum renewal is carried out by each educational unit [8]. Starting from basic education units to secondary education units. Specifically for basic education units (elementary school), the learning process uses the Education Unit Level Curriculum (KTSP) and the 2013 Curriculum. The Education Unit Level Curriculum is implemented in grades 2, 3, 5, and 6, and the 2013 curriculum is used in grades 1 and 4 [9]. Based Education Unit Level Curriculum Content Standards, the main subjects in school are divided into 8 subjects. The main subjects are Religious Education, Citizenship Education, Indonesian Language, Mathematics, Natural Sciences, Social Sciences, Arts, Culture and Skills, as well as Physical Education, Sports and Health.

Civics is a subject that discusses the development of students' abilities so that they can grow into good *citizens* [10]. One of the aspects discussed in Citizenship Education is critical and creative thinking [11]. This is supported by the statement made by the National Education Standards Agency that one of the objectives of Civics subjects is to provide competencies for students to be able to think critically, rationally and creatively in responding to citizenship issues. Students are given the opportunity to think well in expressing their opinions on citizenship issues [12].

Apart from the competencies that must be achieved, teachers also need to carry out their roles well. Teachers in Law of the Republic of Indonesia (Law of the Republic of Indonesia) no. 14 of 2005, namely professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. Teachers who carry out these roles can improve the quality of education in the classroom [13]. The quality of education in the classroom can refer to the achievement of the three competency domains mentioned. Teacher performance can also have an influence on student learning outcomes.

The learning process in a less active class requires a different learning model so that problems with student learning outcomes can be resolved [14], [15]. This is in accordance with the opinion which states that a new paradigm is needed by a teacher in the learning process from teacher-centered learning to innovative and student-centered learning [16]. One of these changes starts in terms of learning models. Obstacles experienced by students include students not understanding the Civics subject material well. Civics learning has the characteristics of extensive material to be studied. Civics also contains words, terms or definitions that students need to understand well. Students need to understand well the material they will study, not just note down the material, do worksheets, or do questions from the teacher. Apart from that, students are often busy during the learning process. So, with this problem analysis, students need to be given the opportunity to use other learning models.

One learning model that can improve the Civics learning process in class V of Prawirotaman State Elementary School Yogyakarta is using the *scramble learning model*. S*cramble* learning model, students can be trained to be creative in arranging random words, sentences or discourse in a meaningful arrangement and perhaps better than the original arrangement [17], [18]. Activities to compose words, sentences or discourse can expand students' knowledge, so they can remember various vocabulary. *scramble* learning model requires students to be active in the learning process so that it makes students have a higher curiosity [19]. This is in accordance with the characteristics of students aged (7-12 years). According Syar'I et all., [6] to age (7-12 years), students have the main symptom, namely curiosity, which is visible in their love of reading and other activities that lead to satisfying curiosity about the world.

Previous research discussing the use of the scramble model was carried out by Anisah & Zuliana [20] which states that the Scramble learning model applied in social studies learning in elementary schools is able to improve learning outcomes and other aspects. The Scramble learning model meets the powerful principles of social studies learning, namely active and creative learning so that it not only improves students' cognitive abilities, but has an instructional impact on students who are more active, dare to express opinions and have active discussions. Meanwhile, the accompanying impact is being able to increase cooperative cooperation to carry out tasks, be more responsible and increase self-confidence.

The novelty of this research is that unlike most learning models, Scramble is present as a salvation for boredom in the classroom. Class V students are not only invited to take part in lessons, but they become intellectual explorers who must face challenges at every step. students do not just memorize facts, but rather explore the cognitive arena, where the joy of discovery is felt along with the struggle to find the right answer. The Scramble learning model is not just a replacement, but an intellectual revolution in the world of fifth grade elementary school, where curiosity is the main ruler.

This research has urgency in supporting the formation of students' character and social skills. Through the Scramble model, students not only learn about Civics content, but also develop collaboration, problem solving, and critical thinking skills. This is important in preparing students to become active and responsible citizens in society. Based on the explanation above, the aim of this research is to improve Civics (Citizenship Education) learning outcomes using the scramble learning model.

2. RESEARCH METHOD

2.1. Research Type

The type of research used in this research is classroom action research. Classroom action research is research that explains the causes and effects of treatment, as well as explaining what happens when treatment is given, and explains the entire process from the beginning of the treatment to the impact of the treatment.

2.2. Population and Sample

The subjects of this research were fifth grade students at Prawirotaman State Elementary School, Yogyakarta, Mergangsan District, Yogyakarta City . The number of students is 17 students consisting of 5 female students and 12 male students.This research was carried out on fifth grade students at Prawirotaman State Elementary School, Yogyakarta. School locationThis is in Brontokusuman Village, Mergangsan District, Yogyakarta City.

2.3. Data Collection Techniques

There are three data collection methods or techniques used in this research, namely observation, tests and documentation. Observation is all activities shown to recognize, record, and observedocument each indicator of the process and results achieved (changes that occur) whether caused by planned actions or by side effects. Meanwhile, it states that observation is the process of collecting data in research when the researcher or observer looks at the research situation. The observations carried out are carrying out systematic observations and recording to determine the teacher's activities during the learning processusing the *scramble learning model* . Observations were carried out with the assistance of fellow researchers using the observation sheet that the researcher had made.

Tests are a valuable data measuring tool in research. A test is a set of stimuli given to someone with the aim of getting answers that are used to determine a numerical score. The test is given before the action is given and after the action is given at the end of each cycle. The test given is in the form of multiple choice questions.

That documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers,magazines, inscriptions, meeting minutes, notes, agendas, and so on. Documentation is used to help describe something that researchers need in the observation process. Documentation in this research is in the form of a Learning Implementation Plan, grades and photos. Learning Implementation Plan is a learning implementation plan or learning tool, student grades are the results of a summary before and after the action, while photos are a picture of the implementation of the action.

Based on the type of research chosen, namely classroom action research, in this research the researcher used the action research model from Kemmis and Taggart which is in the form of a spiral, this research model is interconnected from one cycle to the next. The actions implemented in classroom action research are 4 stages, namely as follows:

a) Stage 1: Develop an action plan and is known as planning. Stage 1 explains what, why, when, where, by whom, and how the action was carried out.

b) Stage 2: Implementation of actions. Activities in stage 2 are implementation

c) or application of the content of the plan in the classroom, that is, putting it into action in the classroom.

d) Stage 3: Observation. Activities in stage 3 are carrying out observations by observers. Observation and action are attempted to occur at the same time.

e) Stage 4: Reflection, or reflection. Activities in stage 4 are activities to restate what has happened. Reflection is usually used after the implementing teacher takes action.

Kemmis & McTaggart model is a development of the basic concept introduced by Kurt Lewin. However, the *acting* and *observing components* are presented as one unit. The Kemmis & McTaggart model design can be presented in Figure 2 below:
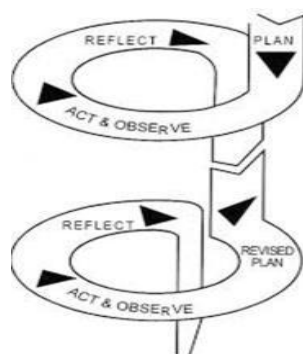

Figure 1. Kemmis & McTaggart model design

2.4. Research Instruments

The instruments used in this research were observation sheets and test questions. An observation sheet is a form of filling in the form that is used during the observation process. Observation sheets are used to record processes that occur duringlearning takes place. The observation sheet is used to observe the teacher's activities during the learning process using the *scramble learning model* , as well as to determine the achievement of student learning outcomes in the cognitive aspect.

Learning outcomes tests or *achievement tests* are tests that are used to assess the results of lessons that have been given by teachers to their students, or by lecturers to students, within a certain period of time. The test in this study was used to measure the learning outcomes of Civics subjects. The test used is a multiple choice question consisting of 20 items with multiple choice questions with four alternative answers, namely a, b, c, and d.

2.5. Data Analysis Techniques

The data analysis technique used in this research is qualitative and quantitative descriptive. Qualitative data was obtained from observation sheets of teacher activities in learning using models*scramble* learning . DataQualitative is data in the form of information in the form of sentences. This data aims to describe a process in learning activities. The qualitative data in this research was obtained from observations which were analyzed descriptively, so that data was obtained regarding Civics learning activities that used the *scramble learning model* .

The test results are analyzed by calculating the average pre-cycle value and then calculating the average value from the end of each cycle. The average value obtained at the end of each cycle is compared with the average value before the cycle or before the action was given. The formula used to find the average value is as follows:

$$X = \frac{\sum X}{N} ... (1)$$

Information:

X   : The mean to be searched for
$\sum X$: total student scores
N   : number of students

Meanwhile, the formula for calculating the percentage of students who pass is as follows:

$$P = \frac{F}{N} x\ 100\% \ ... (2)$$

Information:

P   : percentage figure
F   : the percentage that is being sought (the number of students who achieved a score $\geq$ minimum completeness criteria)
N   : the number of frequencies or the number of individuals in the research subject (number of fifth grade students at Prawirotaman State Elementary School).

3.   RESULTS AND DISCUSSION
3.1 Research Results
3.1.1 Description of cycle I results

3.1.1.1 Planning Stage

At this stage, the researcher together with the teacher prepares a plan for implementing Civics learning to improve student learning outcomes. In action planning, the activities carried out include:
a) Researchers conducted classroom observations to find out the situation in the process learning process design direct classroom learning.
b) Researchers discussed with teachers planning Civics learning using the *scramble learning model* .
c) Determine the Civics material that will be used in learning, including competency standards, basic competencies, and learning objectives
d) Prepare a learning implementation plan for meetings 1 and 2 in cycle I based on point 3, and considerations from the supervisor and Civics teacher.
e) Prepare research instruments in the form of teacher observation sheets.
f) Prepare an evaluation sheet in the form of 25 multiple choice questions given to students at the end of cycle I.

3.1.1.2 Action Phase

The implementation of cycle I actions used the basic competency "Recognizing forms of joint decisions". The number of students who took part in cycle I learning was 17 students. The following is a description of the activities of cycle I.

a) Implementation of Actions in Cycle I Meeting 1

The description of the implementation of the activities is as follows:

(1) Initial Activities

In the initial activities the teacher conditions students to be ready to take part in the lesson. The teacher and students pray together to start learning activities. The teacher checks student attendance. Then the teacher carries out apperception and motivation, namely asking about decisions that are implemented when a problem occurs. Students respond to the teacher's apperceptionby answering "deliberation to reach a consensus". Then the teacher conveys the objectives
learning.

(2) Core Activities

The teacher prepares question cards/sheets and answer cards/sheets with the answers scrambled. Students listen to material presented by the teacher about joint decisions. After the students understand, the teacher divides the students into 4 groups and is given question cards/sheets and answer sheets/cards where the answers are randomized. After all groups received student worksheets, each group did well but the teacher did not give the students a working time duration. There were several students who asked about how to work on the worksheet given by the teacher. The teacher answered students' questions if they were still confused. Students work together in groups while the teacher checks students' work by checking each group. Because they were not given a time duration, the teacher did not check the time and did not check the work of each group. Students are only asked to submit the results of their work before the time when Civics learning is almost finished. Most of each group still couldn't do all the questions because they had just done the questions with a new model.

The teacher and students match the students' work if all groups have collected the worksheets. In this initial meeting cycle the teacher did not give any appreciationto groups who have answered correctly and have not given encouragement to groups who have not been successful enough in carrying out their assignments because they have problemstime. The teacher has not provided enrichment activities in the form of giving assignments to students. The teacher also has not provided corrections to that day's learning and concluded the learning that has been carried out.

(3) Final activity

The teacher guides the students back to their seats. Before giving advice to students, always think carefully about the decisions you will make. The teacher ends the learning activity with closing greetings.

b) Implementation of Actions in Cycle I Meeting 2

The description of the implementation of the activities is as follows:

(1) Initial Activities

In the initial activities the teacher conditions students to be ready to take part in the lesson. The teacher appoints one of the students to lead the prayer. The teacher checks student attendance. The teacher carried out apperception and motivation, namely asking about how class V chose the class president. Students responded to the teacher's apperception by answering "by voting". Then the teacher explains that voting is also known as voting. Then the teacher conveys the learning objectives.

(2) Core Activities

The teacher has prepared question sheets/cards and answer sheets/cards before teaching to students. Students listen to the material presented while students listen. After the students understand, the teacher divides the students into 6 groups and the students form groups according to the teacher's orders.

(3) Final Activities

The teacher guides the students back to their seats. Before closing the lesson, the teacher conveys a message to students so that in carrying out joint decisions they can apply the right and good attitude.

3.1.1.3 Observation Stage

The observation stage in cycle II was the same as in cycle I. The results of observations in Civics learning using the *scramble learning model* in cycle II went better than in cycle I. This observation was carried out on teacher activities carried out in 2 meetings, namely meeting 1 and meeting 2 .

Table 1 . Cycle II Learning Outcome Values

No.	Completeness Criteria	Cycle II	
		Amount	Percent
1.	Complete	15	88.24%
2.	Not Completed	2	11.76%
	Average	83.23	

From these data it can be seen that 15 students completed the exam or 88.24%. Meanwhile, there were 2 students who had not completed or 11.67%. The average learning outcome in cycle II reached 83.23.Based on the data in the table above, it can be concluded that the Civics learning outcomes of class V students at prawirotaman state elementary school in cycle II have increased from the average value of pre-cycle and cycle I. The increase in the average value of class V in cycle II is in accordance with the success criteria stated want to achieve on this research. The following is a comparison table of learning outcomes for pre-cycle, Cycle I and Cycle II scores.

Table 2. Comparison of Learning Results for Pre-Cycle, Cycle I and Cycle II Values

Success Criteria	Pre Cycle Values		Cycle I		Cycle II	
	Amount	Percent (%)	Amount	Percent (%)	Amount	Percent (%)
Complete	2	11.76%	12	70.59%	15	88.24%
Not Completed	15	88.24%	5	29.41%	2	11.76%
Average	59.88		75.29		82.23	

The table data above shows that student learning outcomes increased from pre-cycle to cycle I and cycle II scores. There were 2 students who completed the pre-cycle gradesor by 11.76% to 12 students or by 70.59% in the first cycle and reached 15or 88.24% in cycle II. Students who had not completed the pre-cycle grades were 12 students or 70.59%, becoming 5 students or 29.41% in cycle I and reaching 2 students or 11.76% in cycle II. Meanwhile, the average value for the pre-cycle value was 59.88, 75.29 in cycle I and reached 83.23 in cycle II. The increase in learning outcomes from pre-cycle to cycle I and cycle II can also be seen in the following bar diagram:
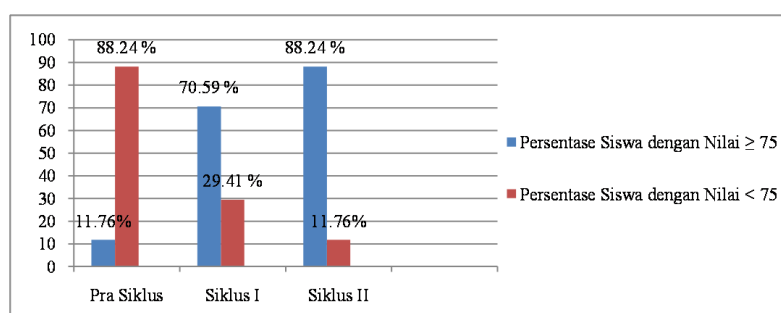

Figure 1 . Comparison Diagram of Pre-Cycle, Cycle I, and Cycle II Learning Outcomes

3.1.1.4 Reflection Stage

At the reflection stage in cycle II, researchers and teachers held discussions again to evaluate the implementation of cycle II, both the first and second meetings. Researchers and teachers do this to find out whether Civics learning using the Civics learning model is going well and can improve student learning outcomes in Civics subjects . Some reflections in cycle II are:

a)   Observations of teachers in implementing aspects of the *scramble learning model* show that teachers and students are able to apply the *scramble learning model* in Civics subjects.

b)   Students carry out *their assignments* well. This can be seen that students are able to match the question sheets/cards with the answer sheets/cards well.

c)   Classroom action research was declared successful because it met the success *criteria* , namely the average student score based on the evaluation test results increased from cycle I to cycle II, namely 75.29 to 83.23.

Apart from that, the percentage of completeness of student evaluation test results also increased from 70.59% to 88.24% so that student learning completeness in one class has met the Minimum Completeness Criteria for Civics subjects, namely 75. In cycle II, the success criteria set by the researchers werewas achieved, reaching 88.24% of the total number of students.

3.2 Discussion

In the initial observation, the learning activities carried out were still centered on the teacher and students were still less enthusiastic about learning in the classroom because the activities carried out by students were recording material, working on worksheets, and completing assignments given by the teacher. The implementation of the *scramble* learning model succeeded in improving Civics learning outcomes for fifth grade students at

prawirotaman state elementary school, Yogyakarta. The *scramble* learning model can be used as a solution for students to learn effectively because the learning carried out will create active studentsenable students to think critically.

Scramble is a learning model that invites students to find answers and solve existing problems by distributing question sheets and answer sheets accompanied by available alternative answers. The *scramble* learning model was implemented in class V of prawirotaman state elementary school, Yogyakarta, totaling 17 students. Learning has been carried out according to the implementation stages in classroom action research, namely planning, implementing actions, observing and reflecting.

The research that was carried out in Class V of prawirotaman state elementary school, Yogyakarta went well. The series of classroom action research was carried out in 2 cycles, each cycle consisting of 2 meetings. The average student score and the percentage of students who reached the minimum completeness criteria (≥75) increased after the actions were implemented in cycle I and cycle II. The average value of Civics learning outcomes in the pre-cycle was 59.88 with the number of studentsThose who met the minimum completeness criteria were 2 students or the equivalent of 29.41% of the total number of students. After the implementation of cycle I, the average value of Civics learning outcomes increased to 75.29 with the number of students who met the minimum completeness criteria being 12 students or the equivalent of 70.59%. fromtotal number of students. Cycle II was carried out because the researchers did not yet have criteria for successfulfilled. The average value of Civics learning outcomes in cycle II increased again to 83.23 with the number of students who met the minimum completeness criteria, namely 15 students or the equivalent of 88.24%. This shows that Civics learning using the *scramble learning model* can improve students' cognitive learning outcomes in the Civics subject for class V students at Prawirotaman Elementary School.

Civics learning using the *scramble learning model* makes students active in learning in class and in group discussions with friends. This is in accordance with opinion[13]The learning model has an instructional impact and an accompanying impact on students. The instructional impact of the *scramble* learning model is that students become more active, dare to express opinions and are activediscuss. Meanwhile, the accompanying impact is being able to increase cooperative cooperation to carry out tasks, be more responsible and increase self-confidence.

Based on the results of observations regarding the implementation of Civics learning withusing the *scramble learning model* , the research carried out in cycle I still had several obstacles. These obstacles include student discussion activities which are not yet optimal, the time given is too short, and the class conditions are busy. After implementing cycle I, it was continued by improving it in cycle II. In cycle II, the obstacles that occurred in cycle II were corrected and minimized the deficiencies that occurred in cycle I.

Obstacles that are corrected in cycle II can improve Civics learning outcomes in accordance with the completeness criteria determined by researchers. Apart from that, there are also not many students at this timemake an agreement with the teacher. The agreement concerns star stickers that will be given to students if the students are calm in learning. At the end of cycle II, students began to calm down in learning and received 2 star stickers for each child.

The second improvement concerns increasing discussion time. In cycle I,The students' conditioning took too long so that the processing time during the discussion was too fast. Many students/groups did not finish working on the questions. Improvements in cycle II were that the time used for group discussions was carried out earlier and given more time than cycle I. The long time allowed students to work on questions well and on time in collecting them, thus making students understand more about the material being studied.

The third improvement concerns the form of groups consisting of 4 groups, becoming 6 groups in cycle II. The division into groups increases the number of studentsThose in each group can focus on doing the questions well. Each student can also understand and work on the questions that have been given. Research carried out in cycle II still uses the *scramble learning model* . However, there were improvements from cycle I. First, students were given a warning to be calm in the learning process and do what was assigned by the teacher. So it is easy for students to work on questions optimally. Second, teachers give more time to do assignments. Then, students who are calm and do their assignments well are given star stickers by the teacher.

The results of research that has been carried out show that the use of the *scramble learning model* can improve students' cognitive learning outcomes. The learning model can be used as a pattern in teaching and learning activities in the classroom so that it suits the students' surrounding environment. One model that can stimulate students' understanding is the *scramble learning model*. The *scramble* learning model can train students' focus because alternative answers are provided in a randomized order. *Scramble* learning model will attract students' attention because students are expected to be able to compile the answer key terms that have been introduced.

The existence of question sheets/cards and answer sheets/cards makes the *scramble learning model* different from other learning models. Because having question sheets/cards and answer sheets/cards can make students think well in finding the correct answer. Students are also able to increase cooperation and a sense of responsibility in study groups because each student is able to carry out the tasks given by the teacher. The *scramble*

learning model is also a design that can improve Civics learning outcomes so that students can understand the material well and achieve learning goals.

This research is in line with research conducted by Nurhasanah et al., [21] which states that the scramble learning model on student learning outcomes carried out by previous researchers has a strong influence on student learning outcomes. To get the learning outcomes desired by the teacher, the teacher himself must also have good classroom management. Management is the special abilities and skills possessed by a person to carry out an activity either individually or with other people or through other people in an effort to achieve organizational goals as a whole. productive, effective and efficient [22].

Research regarding improving Civics learning outcomes through the Scramble learning model for fifth grade elementary school students has had a significant positive impact. First of all, this research makes a real contribution to the development of learning methods at the elementary level. By integrating game elements and challenges in Civics learning, the Scramble model encourages students to actively participate, increases engagement, and strengthens understanding of basic civics concepts. The limitation of this article is that it only applies to Civics lessons in elementary schools.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the results of civics cognitive learning with decision material with class V students at Prawirotaman State Elementary School Yogyakarta can improve because the learning is carried out using the *scramble learning model* . The steps in the *scramble learning model* can run well. This is demonstrated by the implementation of the steps in the *scramble learning model* which have been implemented in their entirety. So that the cognitive learning outcomes of fifth grade students at Prawirotaman State Elementary School, Yogyakarta can increase. This is shown by the increase in the class average score in the pre-cycle implementation, namely 59.88, increasing in cycle I to 75.29 and increasing again in cycle II to 83.23. An increase also occurred in the number of students whose scores met the minimum completeness criteria (≥ 75), namely in the pre-cycle only 5 students completed it or 29.41%, increasing in cycle I to 12 students or 70.59% and increasing again in cycle II to 15 students or 88.24%. The increase in cognitive learning outcomes for fifth grade students at Prawirotaman State Elementary School was due to the teacher using the *scramble learning model* so that students were able to work on questions easily because alternative answers were available.

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