

THE EFFECTIVENESS OF THE USE OF SCRAMBLE METHOD IN CLASS IV IPS LEARNING SDN 1 BULANGO SELATAN BONE BOLANGO DISTRICT

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ABSTRACT

The problem in this research is "Is the use of scramble method effective in social studies learning for class IV SDN 1 Bulango Selatan, Bone Bolango Regency?". The purpose of this study was to determine the effectiveness of using the scramble method in the fourth grade social studies learning at SDN 1 Bulango Selatan, Bone Bolango Regency. This study uses an evaluation method with a descriptive qualitative type of assessment. The research data were collected using observation, interview, documentation and test techniques. The results of the study concluded that the use of the scramble method was effective in social studies learning. This can be seen from the indicators of effectiveness which include learning outcomes, quality of learning, time effectiveness, teacher motivation, material organization, and class management abilities. When compared between before and after using the scramble method, there was a significant increase.

KEYWORDS: Effectiveness, Scramble Method, IPS

INTRODUCTION

Social Science (IPS) is a science that deals with humans and the environment and examines problems that exist in society and natural phenomena that exist around it. According to Susanto (Usman, 2015: 17) states that IPS is a combination of various social sciences to provide knowledge to students, both at the primary and secondary levels. Thus, IPS is a combination of various social sciences to provide knowledge to students, in order to be able to overcome all problems in the community and natural phenomena around them.

Social studies subjects in schools aim to provide students with knowledge, skills, attitudes, and values so that they can properly recognize the various social problems that exist around them. According to Trianto (2012: 176), the purpose of social studies is to train students to know the problems that exist in their environment, so that they are able to face problems that occur to themselves and in society. Social problems that occur such as student brawls, demonstrations and so on. So that by understanding the existing social problems, they can overcome every problem at the same time can make the right decisions, both for themselves and for others.

In social studies learning, the teacher's role is very important to support the teaching and learning process. Teachers are expected to be more creative when presenting subject matter. Therefore, teachers need to be skilled in improving and developing the learning process, one of which is by using learning methods. Learning methods that are implemented appropriately will have a positive impact on learning activities.

However, based on a preliminary study conducted at SDN 1 Bulango Selatan for three months (August-October 2017), it was found that the implementation of the social studies learning process did not always go well. This can be seen in the various problems that arise, including when learning takes place students do not pay attention to the teacher's explanation. This can be seen in the behavior of students who are predominantly playing during the learning process.

Social studies learning is still teacher-centered. This does not involve the role of students in any learning presentation process. So that students feel bored, late in working on assignments on time and still playing in class. This is certainly influenced by factors that make social studies learning in grade IV less effective. These factors are external factors. One indicator of this external factor is the learning method. Based on preliminary studies conducted previously, it is known that the learning methods used by teachers cannot be separated from conventional methods. This method is good to be applied in social studies learning, but it would be much better if the teacher could vary the learning methods by playing, considering that the age of elementary school

students, especially grade IV, is at a concrete operational stage, a phase where students need real objects and their behavior is still dominated by playing activities.

In learning the teacher should choose a learning method that includes elements of play in it. Because by playing students can not only enjoy the game, but the game directly provides an educational experience so as to produce a quality learning process. This is in accordance with Dale's cone of experience (Sudjana, 2009: 109) which places the game in the lowest first level (concrete) and is classified into the act phase.

Many methods can be used in social studies learning and can make students active in learning at school. The learning method is a way to implement a plan that has been prepared by the teacher in the form of real and practical activities to achieve learning objectives. Method can also be interpreted as a process or procedure whose result is learning or it can also be a tool through the meaning of learning to be active. One method that can be used in social studies learning is the scramble method. The scramble method is a kind of game so it is suitable for use in SD.

In learning social studies, it will be more fun using methods that are in accordance with the material to be taught by the teacher, so the scramble method is very suitable for teachers to use in creating a pleasant atmosphere in the learning process. By using the scramble method, there will be feedback between the teacher and students, so that the learning process is more effective.

Based on the background description that has been stated, the researcher is interested in conducting a study with the title "The Effectiveness of Using the Scramble Method in Social Studies Learning in Class IV SDN 1 Bulango Selatan, Bone Bolango Regency".

LITERATURE REVIEW

Understanding the Scramble Method

Scramble is a term that comes from English which means in Indonesian, namely struggle, struggle, struggle. The scramble method is a method in the form of a game where the activity of arranging or sorting the structure of the language that has been confused is to be rearranged. According to Taylor (Huda, 2013: 303) scramble is one way that can make students concentrate during learning. Mustadi et al (2017: 23) argue that the scramble method is a learning method that promotes collaboration in groups and can increase creativity and teamwork. Komalasari (Sya'ban, 2016: 25) suggests that scramble is a learning method that invites students to search for answers to a concept creatively by arranging randomly arranged letters to form a correct answer. Kurniasih (2016: 99) argues that the scramble method looks similar to the word square learning model, it's just that it looks different because the answers to questions are not written in the answer box, but have been written down but in a random order. In this method students are only assigned to correct (flip the letters) of the answer so that it becomes the right and correct answer.

Soeparno (Sya'ban, 2016: 27-28) suggests that scrambles have various forms according to the nature of the answer, namely:

a. Scramble Words

Word scramble is a game that arranges shuffled letters to form a meaningful word.

b. Scramble Sentences

Sentence scramble is a game by arranging sentences from scrambled words. The form of the sentence should be logical, meaningful, precise, and correct.

c. Paragraph Scramble

Paragraph scramble is a game that arranges a paragraph based on random sentences. The result of paragraph arrangement should be logical, meaningful.

d. Discourse Scramble

Discourse scramble is a game of arranging logical discourse based on random sentences. Discourse structure should be logical and meaningful.

Based on the above opinion, it can be concluded that the scramble method is one of the learning methods that can activate students in the learning process. This method also requires students to answer questions with accuracy and speed of thinking in answering existing questions by sorting words, sentences, or paragraphs that are deliberately confused in order, and able to work together in groups.

Scramble Method Learning Steps

There are steps for the scramble method, which the teacher can take to apply the scramble method in learning, including:

According to Ngalimun (2016: 26) the technical implementation of the scramble method is: make answer cards randomly numbered, present material, distribute question cards to groups and answer cards, students work in groups in groups to work on questions and look for question cards for suitable answers. Huda (2013: 304) the stages of Scramble learning can be applied as follows:

- a. The teacher presents according to the topic, for example the teacher explains the material on social studies subjects
- b. After explaining the material, the teacher distributes worksheets with the answers in random order
- c. The teacher forms students into groups
- d. The teacher gives the duration of time to work on the questions
- e. Students work on questions according to the time set by the teacher.
- f. The teacher checks the time duration while checking student work
- g. If the time for the question work has run out, students are required to submit answer sheets to the teacher. In this case, both students who finished or did not finish had to collect answers.
- h. The teacher makes assessments, both in class and at home. The assessment is based on how fast the student works on the questions and how many questions he does correctly.
- i. The teacher gives appreciation to students who managed to answer questions correctly.

The technique of implementing the scramble method according to Kurniasih and Sani (2016: 100) is as follows: (1) the teacher presents the material according to the topic, after that the teacher explains the material, after finishing explaining the material the teacher distributes worksheets with answers that have been randomized in order; (2) the teacher presents the material according to the competence to be achieved, then the teacher distributes worksheets according to the example; and (3) students arrange the letters in column B which is the answer key to the questions in column A.

The steps of the scramble method above can make it easier for teachers to apply the scramble method in the learning process, both in presenting material, making question sheets and answers that have been randomized in order.

Understanding Social Sciences in Elementary Schools

Social studies is an integrated subject from various social science disciplines, adjusted to the thinking maturity of Elementary School (SD) students. IPS is also a science that discusses the relationship between humans and the environment and examines problems that exist in society and natural phenomena that surround it. Supported by the theory of Bart et al (Winataputra and Darajat, 2014: 1.13) social studies is an integration of simplified social sciences for educational purposes. According to Susanto (Usman, 2015: 17) states that "IPS is a science that studies various social and humanities disciplines as well as basic human activities that are scientifically packaged in order to provide deep insights and understanding to students, especially at the elementary and middle levels". According to Trianto (2012: 171) IPS is an integration of various branches of social sciences, such as sociology, history, geography, economics, politics, law, and culture. Sya'ban (2016: 10) argues that IPS discusses the relationship between humans and their environment, both the family, school or community environment where students are part of social life who are always faced with various problems that occur in their surrounding environment. Supardi (2011: 173-174) argues that social science is the study of human behavior and activities in life together.

It can be concluded that IPS is a knowledge that examines various branches of social sciences that provide deep insight into students' understanding, especially at the primary and secondary levels.

Social studies in elementary school examines facts, concepts, and generalizations related to their environment that are tailored to the development goals of student characteristics, and provides basic knowledge to students to develop thinking concepts based on the reality of social conditions in the surrounding environment, and train students' skills to become citizens the good one.

RESEARCH METHODS

The research method used in this research is evaluation research method with descriptive qualitative research type. Arikunto (2010: 225) explains that evaluation research aims to collect data that will be used for decision

making. The collected data will be used as a benchmark by the researcher to conclude the research results based on a description of the extent to which the data is in accordance with the benchmarks. The data obtained from this study were in the form of student learning outcomes during social studies learning using the scramble method. The data in this study were used to determine the effectiveness of using the scramble method in social studies learning in class IV SDN 1 Bulango Selatan, Bone Bolango Regency.

Researcher's Role

In this study, the role of the researcher is needed. Because the role and presence of researchers are very influential and determine the overall data to be taken. In this study, the researcher plays the role of an observer and has the duty to observe learning activities, especially in social studies subjects during the research process. In addition, researchers also act as the main instrument and act as observers who are directly involved in collecting accurate data on the effectiveness of using the scramble method in social studies learning at SDN 1 Bulango Selatan, Bone Bolango Regency.

The presence of the researcher as the main actor in this study, which means that the status of the researcher, the objectives and activities of the researcher in making observations, interviews, tests, documentation, and data collection must be done openly and known by the school, such as the principal, teachers, and fourth grade students. SDN 1 Bulango Selatan Bone Bolango Regency was the informant for the researcher. The research process that has received official permission from the school institution for research will be carried out so that research activities can be carried out safely, smoothly, and can be accounted for.

Data collection procedures / techniques aim to obtain appropriate data regarding the effectiveness of using the scramble method in social studies learning in class IV SDN 1 Bulango Selatan, Bone Bolango Regency. According to Sugiyono (2017: 224) data collection procedures / techniques are the most strategic steps in research, to obtain data to meet the established data standards. To collect data in this study, there are data collection procedures that can be done, including: observation, interviews, documentation, and tests.

Miles and Huberman (Sugiyono, 2016: 337) to analyze data can be done through the following steps: Data Reduction, Data Display (data presentation), Conclusion Drawing / verification.

RESEARCH RESULTS AND DISCUSSION

Learning outcomes

The effectiveness of a lesson can be seen from the student learning outcomes. Based on student learning outcomes at the meeting there were 13 students who had reached the predetermined minimum completeness criteria. Meanwhile, at the second meeting, students who reached the minimum completeness criteria increased to 15 students. In accordance with the results of observations, where at the second meeting the students were more active in group work and they understood more about the material using the scramble method, so that student learning outcomes improved at the second meeting. As stated by Gange and Briggs (Supriyningrum, 2016: 37) learning outcomes are abilities that students have as a result of learning actions and can be observed through student performance. In addition, Annurrahman (2012: 37) suggests that learning outcomes are seen from changes in student behavior. Although not all changes in behavior are the result of learning, learning activities are generally accompanied by changes in behavior.

Based on the discussion of the research results above, the researcher can understand that learning outcomes are abilities that students have after receiving their learning experiences. Learning outcomes are used by teachers to be used as a measure or criterion in achieving an educational goal. This can be achieved if students understand learning accompanied by changes in behavior that are even better, so that the expected student learning outcomes can achieve the predetermined minimum completeness criteria.

Quality of learning

During the social studies learning process, some students showed good activity. According to the observations of activities carried out at the first meeting and the second meeting there was a significant increase in learning activities. Where, at the first meeting during social studies learning there were several activities that did not go properly. For example, the teacher forgets to give students the opportunity to ask questions and students do not ask questions and answers to the teacher. However, at the second meeting, several activities that did not work in the first meeting were implemented properly. For example, in the second meeting, the teacher had

given students the opportunity to ask questions, and some students responded to the teacher's questions and answered with the correct answers.

The quality of the learning process can be seen from student activities. Based on the results of observations about the activities of teachers and students in social studies learning using the scramble method, it can be analyzed that the quality of learning carried out by the teacher is good. This was proven at the first meeting, students did not ask the teacher because the teacher forgot to give students the opportunity to ask questions and some students did not complete the questions according to the time set by the previous teacher. However, after the second observation was carried out, there were quite positive changes.

At the second meeting, the teacher gave students the opportunity to ask questions and some students were able to ask questions to the teacher regarding material that had not been understood. In addition, the quality of learning can be said to be good if the teacher acts as a motivator, facilitator, and teacher and student interactions. This is in line with the opinion of Widoyoko (Hidayah et al, 2012: 99) which states that the quality of learning is characterized by five aspects, namely teacher performance in the classroom, learning facilities, classroom climate, student attitudes and student learning motivation. Nalole (Hidayah et al, 2012: 99) also argues that basic teaching skills are one of the skills that require programmed practice and can master them. Mastery of these skills can make teachers better able to manage learning activities effectively and be able to improve the quality of the good learning process.

Based on the results of the research and theoretical studies above, the researcher knows that the attitudes of students during the learning process experience positive changes from the first meeting to the second meeting. This is due to the role of the teacher as facilitator and motivator which can make students more active in learning activities, thus making the quality of learning better.

Time Effectiveness

Time is one of the factors that affect the effectiveness of learning. Based on the research results, by applying the scramble method in social studies learning, students can organize their time properly, for example doing individual and group assignments on time. In addition, the teacher has also managed to organize time in working on questions. In the first meeting, the time given by the teacher to students to work on the questions was 15 minutes. However, there were some students who did not finish working on the questions given by the teacher. After calculating the results of student work, it was found that there were 3 students or 18.75% who did not complete, while there were 13 students who did or 81.25% who did. This is because the teacher collects student assignments before the specified time, which is 15 minutes.

At the second meeting, the set time was still the same as 15 minutes but the teacher collected student assignments according to the time that had been determined, so that it had a positive impact on the students. This was proven by all the fourth grade students of SDN 1 Bulango Selatan, none of whom were late in working on the questions and the students who did not complete were 2 students or 11.76% and the students who completed were 15 students or 88.23%. This indicates that there was an increase in student work results from 13 students who completed the first meeting (81.25%) and increased at the second meeting to 15 students who completed (88.23%). Therefore, the use of the scramble method in social studies learning in grade IV SDN 1 Bulango Selatan has been effective. This is reinforced by the statement of Susiolo (2013: 3) that effective activities are activities that are completed on time and achieve the desired goals. In line with Slavin's opinion (Rijal: 2016) suggests that the indicators of effectiveness are (1) achievement of learning completeness, (2) effective communication, (3) time.

Based on the results and theoretical studies above, an effective learning process where the teacher can make the best use of and condition the time with the material being taught and can be seen from the level of student success in mastering the material and student responses to the lessons that have been learned.

Teacher Motivation

Teacher motivation to students is very important to see whether learning is effective or not. Based on the results of the research, during the learning process the teacher always provides motivation to students. This makes students enthusiastic about learning and active in groups. Where the greater the motivation given, the greater the activity and response of students in learning. In accordance with the opinion of Sardiman (Qomariah, 2017: 23) that "praise is a form of positive reinforcement as well as good motivation. Giving

appropriate praise can foster a pleasant atmosphere and enhance the passion for learning and can raise self-esteem.

Based on the results of research and theoretical studies that teachers should give praise to students, because with the teacher's praise to students it can directly foster students' enthusiasm for learning. So that directly the praise given can be a motivation for students to be even more active in learning.

Organizing Material

Organizing the material properly can make it easier for teachers to teach students. Based on the results of the research, in the two meetings it was seen that the teacher connected the material taught with the previous material, explained the material well so that students could easily understand the material being studied and caused student involvement in the material being taught as when the teacher used the scramble method. Where at the time of learning the teacher gives texts to students, then the teacher distributes question cards along with answer cards with a randomized answer arrangement, where the answers are related to the material and text given. In addition, the teacher organizes the material using the scramble method. The scramble method is a method in the form of a game where the activity of arranging or sorting the structure of the language that has been confused is to be rearranged. According to Komalasari (Sya'ban, 2016: 25) suggests that scramble is a learning method that invites students to search for answers to a concept creatively by arranging randomly arranged letters to form an answer or concept pair.

Based on the results of research and theoretical studies that have been discussed, in learning teachers need to organize the material properly, one of which is by using the learning method. The method used must also be in accordance with the material to be taught by the teacher, as in this study the social studies learning material taught using the scramble method.

Classroom Management Capability

At the time of learning, the teacher's ability to manage learning is needed. The teacher's ability to manage learning is one indicator of effectiveness. Based on the research results, the teacher's ability to manage learning where the teacher has mastered the teaching materials, and is able to manage the teaching and learning process. This is evidenced by the teacher's ability to manage learning at the first and second meetings. However, at the first meeting there was one point that the teacher did not have time to do, while at the second meeting most of the aspects of learning had been carried out by the teacher. So that the teacher's ability to manage learning can be said to be effective. The Ministry of Education and Culture (Sunhaji, 2014: 32) formulates 10 abilities that a teacher must have, namely (1) mastering teaching materials, (2) being able to manage the teaching and learning process, (3) able to manage the class, (4) able to use media / learning resources, (5) Mastering the foundations of education, (6) able to master teaching and learning interactions, (7) able to assess student learning achievement, (8) carry out guidance and counseling programs, (9) recognize and carry out teaching administration, (10) understand the principles and interpret the results of educational research.

Based on the results of research and theoretical studies above, the role of teachers in managing learning, especially in social studies learning is very important. Given that the IPS content is very broad, the teacher must have more abilities, one of which is being able to manage the teaching and learning process and manage the class.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion that has been described in the previous chapter, it can be concluded that the use of the scramble method is effective in the fourth grade social studies learning at SDN 1 Bulango Selatan, Bone Bolango Regency. The results of the study concluded that the use of the scramble method was effective in social studies learning. This can be seen from the indicators of effectiveness which include learning outcomes, quality of learning, time effectiveness, teacher motivation, material organization, and class management abilities. When compared between before and after using the scramble method, there was a significant increase.

Based on the conclusions that have been described, the suggestions are as follows:

1. For teachers, teachers should use the scramble method in social studies learning in order to create a fun but serious learning atmosphere in the learning process. In addition, teachers are expected to be able to integrate

various learning methods in social studies learning, so that social studies learning is more interesting and social studies content is easy for students to learn

2. For schools, the scramble method can be used as a method in social studies learning so that it can increase teacher creativity in teaching and can improve student learning outcomes.

3. For researchers, making the experience of researchers using the scramble method can also be used as reference material for further research and can be applied to other subjects not only in social studies subjects.

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