

The Positive Effect Of The Picture Card Assisted Scramble Learning Model On Student Learning Outcomes

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ABSTRAK

Permasalahan rendahnya hasil belajar Bahasa Indonesia karena proses pembelajaran cenderung menggunakan metode yang kurang inovatif. Tujuan penelitian ini adalah untuk menganalisis pengaruh hasil belajar Bahasa Indonesia siswa yang dibelajarkan dengan model pembelajaran *scramble* berbantuan kartu bergambar. Jenis penelitian ini yaitu *quasi experiment*, dengan menggunakan rancangan *nonequivalent control group design*. Populasi pada penelitian ini adalah 126 siswa, sedangkan sampel penelitian ini adalah 47 siswa dengan menggunakan teknik *cluster random sampling*. Data hasil belajar Bahasa Indonesia dikumpulkan dengan menggunakan metode tes dan instrumen yang digunakan berupa tes objektif pilihan ganda. Teknik analisis data yang digunakan adalah statistik kuantitatif menggunakan uji-t. Hasil penelitian menunjukkan nilai rata-rata kelompok eksperimen lebih tinggi dari nilai rata-rata kelompok kontrol ($16,4 > 10$). Simpulan penelitian ini adalah terdapat pengaruh yang signifikan model pembelajaran *scramble* berbantuan kartu bergambar terhadap hasil belajar Bahasa Indonesia siswa. Implikasi penelitian ini adalah penerapan model pembelajaran

scramble berbantuan kartu bergambar dapat memupuk kerjasama siswa, serta menciptakan suasana belajar yang menyenangkan.

ABSTRACT

The problem of low learning outcomes in Indonesian is because the learning process tends to use less innovative methods. This study aimed to analyze the effect of the Indonesian learning outcomes of students who were taught using a *scramble* learning model assisted by picture cards. This type of research is a *quasi-experiment*, using a *non-equivalent control group design*. This study's population was 126 students, while the sample of this study was 47 students using *cluster random sampling* technique. Indonesian learning outcomes data were collected using the test method and the instruments used were multiple-choice objective tests. The data analysis technique used is quantitative statistics using the *t-test*. The results showed that the experimental group's average score was higher than control group's average score ($16.4 > 10$). This study concludes that there is a significant effect of the *scramble* learning model assisted by picture cards on Indonesian student learning outcomes. This research implies that picture cards' application of the *scramble* learning model can foster student cooperation and create a pleasant learning atmosphere.

1. Introduction

Education is defined as an outcome that can be developed based on a quality view of life as a nation itself. Education is building or developing dignity as a human being as a group of people to attract and make people happy. (Febriyanti & Seruni, 2015; Hadiyanti et al., 2012). In addition, education can be interpreted as all learning experiences that are obtained directly in the environment, because education is a necessity of life so that later it can survive amid the development and advancement of science and technology. (Mariani, 2017; Marselina & Kristiantari, 2019). This is expected from education, which will develop the potential that exists in students so that they can become a source of quality, useful and able to face all areas of life. Education is closely related to the learning process.

(Hidayati & Roesdiana, 2019; Jahring, 2020) Learning is a person's activity or effort to change the behavior that occurs to himself to gain knowledge. Learning, especially in elementary schools, students are taught several facilities and infrastructure to combine all subjects into one unit, especially learning Indonesian (Kusumah et al., 2020; Listyono, 2012). Learning Indonesian is the most basic material at every level of education.

Indonesian is a means and infrastructure within individuals to communicate both orally and in writing in everyday life, for example when working, playing, interacting with friends (Maufur & Lisnawati, 2017; Yulia et al., 2019). The Indonesian language learning process, especially at the elementary school level, is a series of activities required to increase students' potential in communicating using good and correct Indonesian. Indonesian is a means to invite students to be able to communicate both in writing and orally. This makes Indonesian a very important subject at the level of education, especially at the elementary school level. Students are required to be able to master and be skilled in using Indonesian. The purpose of learning Indonesian is to demand the realization of students' learning effectiveness (Nahdi & Yunitasari, 2020; Wardani, 2012).

But, based on the results of observations, the low learning outcomes of students in Indonesian was due to several factors, as conveyed by the fourth grade teacher at SD Gugus X, Kecamatan Buleleng, showing that the lack of student learning resources so that the learning process was less than optimal, the media in schools was only limited due to learning. Indonesian mostly discusses material about non-fiction stories, fiction stories, poetry, or rhymes. The teacher only asks students to read textbooks and work on the questions in the book. The teacher is less able to apply innovative learning models and students' low learning outcomes in participating in Indonesian Language lessons.

It can be seen that the average score of students' learning outcomes in Indonesian is partially below the KKM, so there has been a gap between expectations and the reality contained in Indonesian subjects, especially in Indonesian learning outcomes. The total number of fourth-grade students of SD Gugus X, Kecamatan Buleleng was 126 students. Of the 126 students who have reached the KKM, there are 28 students. It is said that students who achieve completeness are in the range of 22.2%. Meanwhile, 98 students have not reached below the KKM. It is said that students who have not achieved completeness are in the range (77.8%).

Learning like this causes a lack of participation and activity of all students in the class's learning process. After observing the teacher when carrying out the learning process, the teacher said it was still difficult to apply creative and innovative learning models because they were limited by learning. Students in one class had different characteristics and learning styles. Problems like this can cause learning to be less meaningful, and students become less familiar with the content of the material being studied. Based on these problems, it is necessary to find a solution. One of these solutions is to use creative and innovative learning that can foster collaboration, create an interesting and fun learning atmosphere, and involve students directly in the learning process to impact the desired learning process. One of the lessons that can solve problems is to design learning using an attractive learning model. An interesting learning model used is the scramble learning model which can create an atmosphere and a meaningful learning experience and enjoyable learning (Putra et al., 2014; Zainudin, 2018).

(Mahardika et al., 2017; Zainudin, 2018) The scramble learning model is a learning model that is closely related to student characteristics. During the learning process using this model, students will be more active in solving the teacher's problems. (Novita sari, 2018; Sudarmi & Burhanuddin, 2017) Scramble-type cooperative learning is a learning model that emphasizes student cooperation in learning through the method of answering questions posed by the teacher with answers in the form of letters, words, or sentences that are scrambled so that they become complete and meaningful words, sentences, or paragraphs. So that student is required to think creatively in learning in the classroom, to be able to sort the words in the answer key into logical words. From this understanding, it can be understood that the scramble learning model involves students directly in learning, fosters student cooperation, and creates a pleasant learning atmosphere. This learning model is to hone the speed of thinking of students in answering questions. A student's score is determined by how many questions are correct and how fast they are done.

According to (Novita sari, 2018; Zainudin, 2018) The scramble learning model is a learning model that can be applied to improve students' creative thinking skills, because the scramble learning model is a learning model that invites students to find answers to questions or pairs that have been provided by arranging randomly arranged letters to form the answer/pair in question. Furthermore, (Citrasmi et al., 2016; Putra et al., 2014) states that one of the advantages of using the scramble learning model, because students seek answers while learning about fun concepts and topics.

This is in accordance with (Mahardika et al., 2017; Novita sari, 2018) scramble learning syntax can be applied by following the steps, (1) the teacher prepares the material according to the hat used, (2) after completing explaining, students are assigned to form groups of 4/6 people, (3) each group is distributed question cards and answer cards where the answer card sheets are arranged in random form, (4) students are given a duration to work on the questions that have been distributed, (5) each group is obliged to work on the questions based on a predetermined time, (6) the teacher checks the duration of time while checking the work of each group, (7) if the time for solving the questions has run out, each

group of students is obliged to collect answer sheets to the teacher, both the finished group and the unfinished group, (8) students are given an assessment both in class and at home, and (9) The teacher gives appreciation and follow-up actions to successful students, and encourages students who have not succeeded.

This learning model will attract more students' attention if it is supported by using learning media. The appropriate learning media is picture card media. Picture card media is learning media that use thick paper with a rectangular shape. Menurut (Mudarini, 2017; Pertiwi & Dwi, 2019) Picture card media contains pictures or writing, besides this media is one of the media that can attract students' attention and can be applied to practice reading skills. So that with picture cards students will be more enthusiastic in receiving learning and easy to understand.

This research is supported by several studies relevant to this research, the first research conducted by (Putra et al., 2014), who get the result that the scramble learning model assisted by the crossword puzzle game media on Indonesian learning outcomes. Second, research conducted by (Novita sari, 2018), who get the result that the scramble learning model assisted by the crossword fuzle game, affects science knowledge competence. Third, research conducted by (Citrasmi et al., 2016) showed thaimage media'she scramble learning model affects science learning outcomes in elementary schools. No one has researched the scramble learning model assisted by picture cards on Indonesian learning outcomes based on the relevant research.

This study aimed to analyze the effect of the scramble learning model assisted by picture cards on fourth-grade students of Gugus X, Kecamatan Buleleng, Academic Year 2019/2020.

2. Method

This type of research was a quasi-experiment, using the Non-Equivalent Post-Test Only Control Group Design design. The purpose of this study was to analyze the effect of the scramble learning model assisted by picture cards on the learning outcomes of fourth-grade students of Gugus X, Kecamatan Buleleng, Academic Year 2019/2020.

This study's population were all four grades of SD Gugus X, Kecamatan Buleleng, 2019/2020 academic year, totalling 126 students. According to (Inikah, 2015; Yuliani & Asri, 2012), the population is the set of similar elements. The population in this study were all fourth-grade elementary school students of SD Gugus X, Kecamatan Buleleng, 2019/2020 academic year, which consisted of 5 elementary schools, namely SDN 1 Kaliuntu 27 students, SDN 2 Kaliuntu 15 students, SDN 3 Kaliuntu 20 students, SDN 4 Kaliuntu 32 students, and 32 students of SDN Katolik Karya. After carrying out the equivalence test, the sample was determined. According to (Mufaro'ah et al., 2019; Permatasari, 2015), the sample is part of the population taken, which is considered representative of the entire population and is taken using certain techniques. The sample used in this study used a cluster random sampling technique in fourth-grade students to determine the experimental class and control class and individuals as members of the randomized sample. The randomization results were the fourth-grade SDN 3 Kaliuntu that was selected as the experimental group, which was given treatment using a scramble learning model assisted by picture cards.

The data collected in this study was the result of learning Indonesian. The instrument used in this study was an objective test, amounting to 20 questions and used as a post-test item. The instrument is used to show some distant instruments and can measure student learning outcomes of Indonesian.

The data obtained from the instrument trial were analyzed using (1) validity test, (2) test reliability, (3) difficulty level, and (4) difference power test. The data were analyzed in stages through descriptive statistics, analysis prescriptions which consisted of data distribution normality test, variance homogeneity test, and hypothesis testing. Hypothesis testing in this study using the t-test. The calculation of this hypothesis test on a problem formulation $t_{count} = 7.78$ $dk = n - 1 = 20 - 1 = 19$ at the 5% significant level, the t table is 2.02, and this means that $t_{count} > t_{table}$ ($7.78 > 2, 02$). It means that H_0 was rejected and H_1 was accepted.

3. Result and Discussion

The description of the data in this study includes the results of students' post-test, as a result of students who are taught using a picture card-assisted scramble learning model in the experimental group and students who are not taught using a scramble learning model assisted by picture cards in the control group. The description of the post-test result data was presented in Table 2.

Table 2. Indonesian Language Learning Outcomes for fourth grade students

Statistic Variable	X1	X2
N	20	27
Mean	16,4	10
Median	17	9,95
Mode	18,17	10,34
Standard Deviation	2,01	2,09
Variance	4,04	4,37
Maximum Score	19	14
Minimum Score	12	6
Class	Treatment	Final measurement
Experiment	X	O1
Control	-	O2

Based on Table 2, it was known that the average score obtained in the experimental group was 16.4. So it showed that the data on the results of students learning Indonesian in the experimental group can be seen that mode = 18.17 median = 17 and mean = 16.4. It means that the mode was bigger than the median, and the median was bigger than the mean. This means (Mo> Md> M).

Whereas in the control group it was 10. showed that the data on the results of learning Indonesian students in the control group can be seen that mode = 10.34 median = 9.95 and mean = 9.70 This means that mode was bigger than the median. The median is biggerer than the mean. This means (Mo> Md> M).

Descriptively, it can be explained that the average score in the experimental group was better than the average score in the control group. Before testing the hypothesis, the analysis prerequisite test was carried out, consisting of a data distribution normality test and a variant homogeneity test. The normality test of the data distribution uses the Chi-square formula, presented in Table 3.

Table 3. Data Distribution Normality Test Results

Indonesian Language Learning Outcomes	χ^2	Critical Value at 5% Significance Level	Status
Experiment	30,11	30,143	Normal
Control	13	40,113	Normal

Based on the results of calculations that have been done using the Chi-Square formula, which was obtained χ^2_{hitung} Indonesian learning outcomes obtained from the experimental group were 30.11, meanwhile χ^2_{tabel} with a significance level of 5% and db = k-3 is 30.14. It showed χ^2_{hitung} The scores of students' learning outcomes in the experimental group were smaller than χ^2_{tabel} atau ($\chi^2_{hitung} < \chi^2_{tabel}$) (30,11<30.14), so that the data obtained by students in the experimental group was normally distributed. Furthermore, χ^2_{hitung} The control group students' scores were 13 and χ^2_{tabel} with a significance level of 5% and db = k-3 is 40,113. It showed χ^2_{hitung} data from the learning outcomes of the control group is smaller than χ^2_{tabel} atau ($\chi^2_{hitung} < \chi^2_{tabel}$) (13<40,113), so that the data on students' Indonesian learning outcomes obtained in the control group was normally distributed.

Furthermore, the homogeneity test of variance was analyzed using the F-test using the formula: Fcount = 1.08 The largest variant: the smallest variant obtained the results presented in Table 4.

Table 4. Homogeneity Test Results for Experiment and Control

Indonesian Language Learning Outcomes Data	F _{hitung}	F _{tabel} with a Level of Significance 5%	Status
Experiment	1.08	2.72	Homogen
Control			

Based on the table above calculation results, it is obtained Fhitung The score of Indonesian learning outcomes of students in the experimental and control groups was 1.08, while Ftabel With db_{pembilang} = 19 dan df_{penyebut} = 26 at the 5% significance level is 2.72. This means, Fhitung < Ftabel (1,08<2,72)

Indonesian learning outcomes data of students in the experimental and control groups have the same or homogeneous variance.

After all the prerequisite tests are met, then hypothesis testing is carried out. Hypothesis testing using the t test, the calculation results obtained tcount is 7.78, this is at a high effectiveness level. Thus, H0 was rejected, and H1 was accepted. The summary of the results of the t test analysis was presented in Table 5.

Table 5. Summary of Hypothesis Test Results

Indonesian Learning Outcomes Data	Variance	N	Dk	t _{hitung}	t _{tabel}	Conclusion
Experiment Group	4,04	20	45	7,78	2,02	T _{hitung} > t _{tabel} H ₀ ditolak
Control Group	4,37	27				

Based on Table 5, that t_{hitung} was 7.78, meanwhile, t_{tabel} with dk (n₁ + n₂ - 2) = 24 + 23 - 2 = 45 at the 5% significance level is 2.02. It is this that, t_{hitung} bigger than t_{tabel} (t_{hitung} = 7,78 > t_{tabel} = 2,02) so that H₀ is rejected and H₁ is accepted. Thus, it can be interpreted that there are significant differences in the scramble learning model assisted by picture cards on the Indonesian language learning outcomes of fourth grade elementary school students in Gugus X, Kecamatan Buleleng, Academic Year 2019/2020.

Based on the research data description, the results showed significant differences in the group of students who were taught using the picture card-assisted scramble learning model with the group of students who were not taught using the scramble learning model assisted by picture cards. Descriptively, the data on students' Indonesian learning outcomes in the experimental group was higher than students in the control group. This review was based on the average score of student learning outcomes in the experimental group which is 16.4, which is in the very good category. Meanwhile, the Indonesian learning outcomes of students in the control group were 10, which were in the good category. It showed a positive effect of the scramble learning model assisted by picture cards on student learning outcomes. In addition, with the scramble learning model assisted by picture cards, students can think creatively. They can hone their thinking speed in answering questions. Therefore student understanding will increase, and student learning outcomes will be better.

The application of the pictorial card-assisted scramble learning model in class can create fun and active learning in class, because using this learning model assigns students to look for question cards and answer cards with a randomized answer arrangement. So that students are excited to find answers. The picture card assisted scramble learning model can be applied by the teacher during the learning process by using picture card media. The advantages of the scramble learning model according to (Novita sari, 2018; Putra et al., 2014), (1) each member of the group is responsible for everything that is done in the group, so that no group of students is silent because their respective groups give each student responsibility, (2) the learning process allows students to learn while playing. So that they can be creative and learn while thinking in a relaxed manner and do not make students stressed and depressed in learning, (3) in addition to generating excitement and training student skills, of course it can foster a sense of solidarity between friends, and (4) the competitive nature in this method can encourage students to compete - race to advance. Students become more enthusiastic about learning through picture card media because picture card media assist it in the learning process. By using picture cards media can increase student interest in learning so that student learning outcomes are better.

Based on this, learning using a scramble model assisted by picture cards provides an opportunity for students to develop their abilities to find answers to a problem they get. Students must also think creatively in classroom learning to sort the words in the answer key into logical words. The scramble learning model involves students directly in learning, fosters student cooperation, and creates a pleasant learning atmosphere. According to (Citrasmi et al., 2016; Zainudin, 2018) Scramble learning model is a learning model that invites students to search for answers to questions or pairs that have been provided by arranging letters arranged randomly so that they form an answer. So that in the learning process students can build their knowledge with active and fun learning.

This research was supported by several studies relevant to this research, namely, the first research conducted by (Putra et al., 2014). The result was that the scramble learning model assisted by the crossword puzzle game media on Indonesian learning outcomes. Second, studies conducted by (Novita sari, 2018), who get the result that the scramble learning model assisted by the crossword puzzle game, affect science knowledge competence. Third, research conducted by (Citrasmi et al., 2016) showed that image media's scramble learning model affects science learning outcomes in elementary schools.

Based on the data analysis results and the hypothesis's discussion, there is a significant difference in the scramble learning model assisted by picture cards on the fourth-grade students of SD Gugus X, Kecamatan Buleleng with high effectiveness. The researchers' findings showed that the scramble learning model assisted with picture cards positively affected Indonesian learning outcomes with a tendency for some students to score very high. The scramble learning model assisted with picture cards has advantages and is well implemented by the teacher. This research implies that picture cards' application of the scramble learning model can foster student cooperation and create a pleasant learning atmosphere.

4. Conclusion

Based on the results of hypothesis testing and discussion, it can be concluded from this study that there are significant differences in Indonesian learning outcomes between groups of students who are taught using a scramble learning model assisted by picture cards and groups of students who are not taught using a scramble learning model assisted by picture cards in fourth-grade elementary schools in the second semester of Gugus X, Kecamatan Buleleng, 2019/2020 academic year. This research implies that picture cards' application of the scramble learning model can foster student cooperation and create a pleasant learning atmosphere.

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