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Writing Skills Teaching Methods for Elementary School Students: Scramble in Connecting Arabic Letters

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Abstract

This study aims to understand how the scramble method is implemented in connecting Arabic letters in teaching writing skills (maharatul kitabah) to elementary school students, and to identify the supporting and inhibiting factors. This research is qualitative and uses a field research approach. The data sources are Arabic language teachers and third-grade students from MI Al-Hidayah Mangli Jember. Data collection methods include observation, interviews, and documentation. The data analysis techniques used are data reduction, data presentation, and conclusion drawing. The results show that the implementation of the scramble method in connecting Arabic letters in maharatul kitabah learning involves three stages: planning, execution, and evaluation. The supporting factors for implementing the scramble method include student enthusiasm and motivation, the presence of engaging game elements, heterogeneous group division, and the provision of rewards. Meanwhile, the inhibiting factors include the teacher's limited understanding of student conditions, differences in student learning abilities, and limited time allocation. These findings can serve as a reference for Arabic language practitioners in exploring appropriate methods for teaching Arabic.

Keywords: *scramble method, arabic letters, writing skills, arabic language*

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana implementasi metode *scramble* dalam menyambung huruf Arab pada pembelajaran *maharatul kitabah* untuk siswa sekolah dasar dan sekaligus mengungkap faktor-faktor pendukung dan penghambatnya. Penelitian ini merupakan penelitian kualitatif dengan jenis penelitian lapangan. Sumber data penelitian ini yaitu guru bahasa Arab dan siswa kelas III A MI Al-Hidayah Mangli Jember. Metode pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan. Adapun hasil penelitian ini menunjukkan bahwa implementasi metode *scramble* dalam menyambung huruf Arab pada pembelajaran *maharatul kitabah* terbagi menjadi 3 tahapan yaitu, perencanaan, pelaksanaan dan evaluasi. Faktor-faktor yang mendukung implementasi metode *scramble* antara lain antusiasme dan semangat siswa, adanya unsur permainan yang atraktif, pembagian kelompok secara heterogen dan pemberian reward. Sementara faktor penghambatnya yaitu, Keterbatasan guru dalam memahami kondisi siswa, perbedaan kemampuan belajar siswa dan keterbatasan alokasi waktu. Hasil penelitian ini dapat menjadi sumber rujukan bagi praktisi bahasa arab dalam mengelaborasi metode yang tepat untuk pembelajaran bahasa arab.

Kata Kunci: *metode scramble, huruf arab, maharatul kitabah, bahasa arab*

Introduction

The teaching of Arabic is designed to achieve basic competencies in the language, encompassing four language skills: listening, speaking, reading, and writing. These skills are interconnected, complementing, and influencing each other due to the continuity between them.¹ Thus, Arabic learners are expected to master all four skills to achieve good Arabic language competency.

Writing skill is the highest among the four language skills in Arabic. This is because writing is a highly complex activity that demands the ability to organize and present ideas in a coherent and logical manner, and the ability to use different writing styles and rules.

In its process, teaching writing skills (*maharatul kitabah*) starts from the basics, such as understanding how to write words or *imla'*, which includes learning the forms of Arabic letters and connecting

¹ Yogia Prihartini dan Nuraini Wahyudi, "Peningkatan Maharah Al-Kitabah Melalui Penerapan Media Lauhah al-Juyub Pada Siswa MTsN Aceh Utara," *Jurnal Literasiologi* 1, no. 1 (2018), hlm. 176.

letters.² According to Mahmud Kamil An Naqah, one of the initial goals of teaching writing is to write Arabic sentences with both separated and connected letters, understanding the different letter forms at the beginning, middle, and end of a word. Ideally, basic Arabic writing skills involve the ability to write Arabic letters, understand the relationship between diacritics and sounds, use both separated and connected letters to write Arabic words, and recognize the different letter forms in various positions.³

However, in reality, the ability to form and connect letters at the beginning, middle, or end of a word is not yet mastered by some elementary students in writing Arabic.⁴ Most writing lessons begin with copying from books or the blackboard. Before students can write Arabic, they need to first master the ability to form letters and the rules of connecting each letter. Thus, during the teaching process of maharatul kitabah, many difficulties and errors in forming and connecting Arabic letters are still found⁵.

These issues are compounded by the various characteristics of Arabic letters. Each letter has 2-4 different forms depending on its position in a word. Some letters can stand alone, appear at the beginning, middle, or end of a word.⁶ Although all Arabic letters can connect with others, not all can be connected afterward. These characteristics present a unique challenge in teaching maharatul kitabah, leading to difficulties and errors in Arabic writing among students.⁷

² Ali Ma'sum, "Analisis Kesalahan Menyambung Huruf Arab Pada Peserta Kursus Bahasa Arab di Masjid An Nur Jakarta Selatan," *IMTIYAZ: Jurnal Ilmu Keislaman* 7, no. 1 (2023), hlm. 14.

³ Khanifaul, *Pembelajaran Inovatif: Strategi Mengelola Kelas Secara Efektif Dan Menyenangkan* (Yogyakarta: Ar-Ruzz Media, 2013), hlm. 14.

⁴ Khair, U., K, E. R., & Misnawati, M. (2021). Indonesian language teaching in elementary school. *Linguistics and Culture Review*, 6, 172–184. <https://doi.org/10.21744/lingcure.v6ns2.1974>

⁵ Suwanto, M., Yatimah, D., & Komalasari, G. (2021). The effectiveness of think Talk Write learning model to the students' writing skills in Indonesian elementary school. *International Journal of Multicultural and Multireligious Understanding*, 8(6), 115–132. <https://doi.org/10.18415/ijmmu.v8i6.2724>

⁶ Ainatul Mardhiyah, "Pemisahan Tulisan Arab Sambung Menjadi Pola Huruf Hijaiyah" (PhD Thesis, Universitas Islam Negeri Maulana Malik Ibrahim, 2008), hlm. 21

⁷ Ullah, Z., & Jamjoom, M. (2022). An intelligent approach for Arabic handwritten letter recognition using convolutional neural network. *PeerJ Computer Science*, 8, e995. <https://doi.org/10.7717/peerj-cs.995>

This phenomenon occurs among third-grade students at MI Al-Hidayah Mangli Jember, an elementary school that teaches Arabic. Based on information from the arabic teacher, it is known that students have low knowledge of Arabic writing skills, particularly in connecting Arabic letters. This is evident from students' writing results when the teacher dictates some vocabulary to them. For example, when the teacher dictates the word كِتَابٌ, some students write كِ نَابٌ. Although the pronunciation is correct, it is incorrect in terms of writing.

Additionally, the lack of student participation in the learning process also contributes to this problem. Based on field findings, Arabic lessons proceed monotonously using only lectures and manual media like blackboards and books. Students also perceive Arabic writing as difficult with many rules. This affects their motivation and enthusiasm, leading to low student participation in Arabic classes. Students have limited opportunities to express themselves and practice writing interactively. Such conditions negatively impact students' ability to write Arabic.

The use of appropriate teaching methods significantly impacts student learning outcomes. This is a crucial factor in the success of teaching Arabic to non-native speakers.⁸ Experts and researchers in the field of Arabic language teaching as a foreign language agree on this, to the extent that there is a saying, "teaching methods are more important than the material being taught." Therefore, every teacher must be able to choose and determine the most suitable teaching method for the material and the students' conditions.⁹ Nasir and Basit emphasize that in teaching Arabic, a teacher must select an appropriate and engaging teaching method. An inappropriate method can make students struggle and become bored in the learning process. Thus, teachers must choose and use methods that meet the learning needs.¹⁰

⁸ Asroni, A., Ku-Mahamud, K. R., Damarjati, C., & Slamati, H. B. (2021). Arabic Speech Classification Method based on padding and deep learning neural network. *Baghdad Science Journal*, 18(2(Suppl.)), 0925. [https://doi.org/10.21123/bsj.2021.18.2\(suppl.\).0925](https://doi.org/10.21123/bsj.2021.18.2(suppl.).0925)

⁹ Afif Amrullah, "Tanmiyah Mahârah al-Kalâm bi Tathbîqi at-Tharîqah al-Ittishâliyyah: al-Bahts at-Tanfidziy fî al-Fiah ad-Dirâsiyyah," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 2, no. 2 (23 Juli 2021): 105–23, <https://doi.org/10.19105/ajpba.v2i2.4701>.

¹⁰ Amin Nasir dan Mohammad Abdul Basit, "Ta'lim al-Mufradât al-'Arabiyyah 'alâ Tharîqati al-Istidzkâr Mnemonic lil al-Kalimât al-Miftâhiyyah," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 2, no. 1 (19 Februari 2021): 40–60, <https://doi.org/10.19105/ajpba.v2i1.3944>.

One effective teaching method is the scramble method. Suyatno states that "the scramble learning model is presented in the form of cards with scrambled answers to questions." During the learning process with the scramble method, students engage in group discussions or interact with peers to find and understand the learning concepts, as interaction helps students absorb classroom material more easily. This method stimulates learning activity, enhances student understanding, and increases participation in a fun learning environment, thus improving student learning abilities.¹¹

Several studies on the scramble method have been identified. For instance, Susi Rosanti et al. researched the effects of the scramble method on vocabulary acquisition, finding that it significantly impacts students' vocabulary acquisition.¹² Acim et al. tested the effectiveness of the scramble method in increasing interest in history lessons, showing that it positively affects students' interest in history, evidenced by an independent sample t-test with a significance value of $0.000 < 0.05$ and an N-gain score test falling within medium criteria.¹³ Additionally, Sutra Rusydi studied the scramble method at MTsN Pangkep and Alaika Nasrullah at MTs Futuhiyyah Bangorejo, both showing significant effects of the scramble method on learning outcomes.¹⁴ At MTsN 4 Aceh Selatan, Rahayu et al. revealed that students showed a positive response when teachers taught imla' using the scramble method.¹⁵ Furthermore, Hendrawan noted a significant change before

¹¹ Ni Ketut Mira Adnyani, Ketut Pudjawan, and I. Gusti Ngurah Japa, "Motivasi Dan Hasil Belajar IPA Dalam Pembelajaran Scramble Berbantuan Kartu Pertanyaan," *Jurnal Ilmiah Sekolah Dasar* 4, no. 2 (2020), hlm. 272.

¹² Susi Rosanti, Iskandar Zulkarnain, dan Linda Astuti Rangkuti, "The Effect of Scramble Method on Students' Achievement in Learning Vocabulary," *EXCELLENCE: Journal of English and English Education* 2, no. 1 (3 Juni 2022): 10–15, <https://doi.org/10.47662/ejee.v2i1.332>.

¹³ Acim Acim, Muhammad Rijal Fadli, dan Jems Sopacua, "The Influence of Scramble Method to Increase Students' Interest in Learning History," *Journal of Innovation in Educational and Cultural Research* 4, no. 1 (10 Januari 2023): 19–25, <https://doi.org/10.46843/jiecr.v4i1.406>.

¹⁴ M. Alaika Nasrullah and Iswahyudi, "Implementasi Metode Scramble Untuk Meningkatkan Motivasi Belajar Bahasa Arab Di MTs Futuhiyyah Bangorejo," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 4, no. 1 (2024), hlm. 110–11.

¹⁵ Liyudza Rahayu, Buhori Muslim, dan Badruzzaman Badruzzaman, "Taṭwīr Ta'lim al-Imlā' al-Manqūl Bi Rabṭ al-Ḥurūf `Alā Asās Madkhal Learning Together Wa Ṭarīqah Scramble Bi MTsN 4 Aceh Selatan," *EL-MAQALAH: Journal of Arabic*

and after applying the scramble method, with students appearing more enthusiastic and active in writing lessons using this method.¹⁶

This study focuses on implementing the scramble method in teaching writing skills, specifically in connecting Arabic letters for elementary students. The researcher aims to provide a description of the implementation steps and identify the supporting and inhibiting factors in the process.

Method

This study is qualitative research aimed at understanding phenomena experienced by research subjects. The type of research employed is field research, where the researcher directly goes to the field to collect data¹⁷. The data collection methods used are observation, interviews, and documentation.

Observation is conducted to directly observe how the teaching of Maharatul Kitabah using the Scramble method is carried out in the classroom. This involves recording student and teacher activities during the lessons, interactions between students and teachers, and the difficulties students face in connecting Arabic letters.

Interviews are conducted to gain deeper information from teachers and some students regarding the implementation of the Scramble method. Interviews with teachers aim to understand the strategies and reasons for choosing this method, while interviews with students aim to gather their experiences and feedback on the Scramble method.

Documentation is used to collect written and visual data that support this research. The documents collected include lesson plans (RPP), teaching materials used, students' work results, and photos of learning activities. This documentation helps provide a more comprehensive and accurate picture of the implementation of the Scramble method.

Language Teaching and Linguistics 4, no. 1 (27 Juni 2023): 53–65, <https://doi.org/10.22373/maqalah.v4i1.2820>.

¹⁶ Hendrawanto Ch, "Peningkatan Keterampilan Menulis Bahasa Arab (Kitābah) dengan Menggunakan Metode Scramble di Program Studi Pendidikan Bahasa Arab, Universitas Negeri Jakarta," *Al-Ma'rifah* 17, no. 1 (30 April 2020): 58–68, <https://doi.org/10.21009/almakrifah.17.01.06>.

¹⁷ Iskandar, D. (2021). *METODOLOGI PENELITIAN KUALITATIF: petunjuk praktis untuk penelitian lapangan, analisis teks media, dan kajian budaya*. Maghza Pustaka.

The data obtained from observations, interviews, and documentation are analyzed qualitatively based on Robert Slavin's theory¹⁸ with the following steps: 1) Data Collection: Gathering all data obtained from observations, interviews, and documentation; 2) Data Reduction: Filtering data relevant to the research focus; 3) Data Presentation: Presenting data in narrative form, tables, or images to facilitate understanding; 4) Conclusion: Drawing conclusions based on the analyzed data and verifying these conclusions through data triangulation to ensure validity.

With structured data collection and analysis methods, this research aims to provide a clear depiction of the implementation of the Scramble method in connecting Arabic letters in the teaching of *Maharatul Kitabah* for elementary school students.

Results and Discussions

Implementation of the Scramble Method

The Scramble method is a teaching strategy that trains students' creative abilities by rearranging jumbled words, sentences, or passages into meaningful sequences. MI Al-Hidayah Mangli is a school that implements this method. Based on field findings, the *Maharatul Kitabah* teaching for third-grade students at MI Al-Hidayah is carried out in three stages: planning, implementation, and evaluation.

Planning in the teaching process involves activities designed by the teacher to enable students to learn and achieve the expected competencies. Thus, teachers need to create a plan before conducting the teaching. The teaching plan includes a set of plans and arrangements for teaching activities, which is the initial stage before carrying out the teaching activities.¹⁹ This planning is crucial as a guide to achieve a goal and will later serve as a guide for teachers in the teaching process. In implementing the Scramble method, the planning steps include several stages.

The first step the teacher takes is creating a Lesson Plan (RPP) to ensure that the teaching process can be systematically organized and

¹⁸ Isnaini, F., & Kurniawan, M. I. (2020). The concept of STAD (Student Team Achievement Division) Cooperative Learning model according to Robert E. Slavin. *Indonesian Journal of Education Methods Development*, 10. <https://doi.org/10.21070/ijemd.v10i.561>

¹⁹ Arrimada, M., Torrance, M., & Fidalgo, R. (2018). Effects of teaching planning strategies to first-grade writers. *British Journal of Educational Psychology*, 89(4), 670–688. <https://doi.org/10.1111/bjep.12251>

run smoothly. The RPP used at MI Al-Hidayah includes a teaching plan that encompasses teaching activities for one semester, with each chapter covering the four maharah (skills) that students must master.

After creating the RPP, the teacher prepares teaching media in the form of worksheets and answer cards. The worksheets and answer cards are the most crucial components in implementing the Scramble method, as students will work on scramble questions on these worksheets and answer cards. The teaching media is adjusted to the type of Scramble used, which in this case is word scramble, in line with the basic competency students must master, which is writing connected letters. The worksheets contain individual hijaiyah letters that, when connected, form Arabic vocabulary (mufrodah). The answer cards contain alternative answers that have been scrambled, each with different color codes to help students connect and arrange the letters.

Once the media is ready, the teacher prepares the material to be presented. The Arabic material referred to in this study is chapter 3 of the Arabic textbook for third-grade students, covering various sports, particularly writing vocabulary related to the theme. The teacher will present material on the rules of writing hijaiyah letters according to the basic competencies that third-grade students must master. The following stages involve the core teaching activities, generally divided into three main activities: introduction, teaching implementation, and conclusion.²⁰

From field observations, during the introduction stage, the teacher begins with an apperception activity to create a conducive learning environment. The teacher starts the lesson by greeting and leading the students in prayer to ensure the smoothness and blessing of knowledge. The teacher then asks the students' well-being in Arabic to familiarize them with Arabic phrases and takes attendance. Before starting the lesson, the teacher reviews the previous lesson and relates it to the current lesson. According to Chatib, the first few minutes of the learning process are crucial.²¹ Thus, appropriate apperception at the beginning of the learning process aims to prepare students' minds for learning.

²⁰ Wijnands, A., Van Rijt, J., & Coppen, P. (2021). Learning to think about language step by step: a pedagogical template for the development of cognitive and reflective thinking skills in L1 grammar education. *Language Awareness*, 30(4), 317–335. <https://doi.org/10.1080/09658416.2021.1871911>

²¹ M. Chatib, *Gurunya Manusia* (Bandung: Kaifa PT Mizan Pustaka, 2014), 25.

After completing the apperception sequence, the teacher begins the implementation of the Scramble method with the following steps: First, the teacher presents material on the rules of writing and connecting hijaiyah letters. Before that, students are asked to recite the vocabulary they memorized in the previous session through singing, which aligns with the basic competencies of third-grade students, namely the ability to write Arabic letters, understand the relationship between harakat and sounds, and use separate and connected letters to write Arabic words.²² The lesson is delivered through lectures and question-and-answer sessions to ensure interactivity. Ice-breaking activities are conducted intermittently to refocus and engage students, preventing boredom. After explaining the material, students are asked to write and connect individual Arabic letters according to the connecting rules on the board to assess their understanding.

Second, the teacher forms student discussion groups after presenting the rules of connecting letters. Grouping aims to provide practice questions in the form of scramble. Five groups are formed, each consisting of four to five students. After grouping, students gather and the teacher explains the rules for answering the questions. Each question number has a different color, and students are asked to choose the correct hijaiyah letter writing according to the rules they have learned. The different colors on the questions are intended to provide a stimulus to elementary students, as learners at their age are still very attracted to vibrant and contrasting colors.²³ Group assignments train cognitive abilities and foster social attitudes such as cooperation, solidarity, and unity among students.

Third, the teacher distributes the worksheets and answer cards to each group. In teaching using the Scramble method, students are given time to think, answer, and discuss within their group to solve the questions. The worksheets contain 10 questions with individual letters arranged to form vocabulary, while the answer cards contain scrambled letter connections. After determining the correct letter connections, students paste the answer cards and write them in the provided columns

²² Muradi, A., Mubarak, F., Darmawaty, R., & Hakim, A. R. (2020). HIGHER ORDER THINKING SKILLS DALAM KOMPETENSI DASAR BAHASA ARAB. *Arabi Journal of Arabic Studies*, 5(2), 177. <https://doi.org/10.24865/ajas.v5i2.293>

²³ Winarni, E. W., Hambali, D., & Purwandari, E. P. (2020). Analysis of Language and Scientific Literacy Skills for 4th Grade Elementary School Students through Discovery Learning and ICT Media. *International Journal of Instruction*, 13(2), 213-222. <https://doi.org/10.29333/iji.2020.13215a>

on the worksheet. Field observations show that each group competes to solve the questions, displaying student activeness and enthusiasm, and creating a joyful learning atmosphere. Implementing the Scramble method stimulates students to search for answers seriously while promoting group solidarity in completing tasks.



Figure 1. Scramble worksheet and answer cards

During the scramble question-solving process, group members discuss and collaborate to guess and arrange the jumbled letters into words with the correct letter connections. The teacher monitors each group's activities, occasionally providing assistance and guidance to groups facing difficulties. The teacher acts as a mediator among students, overseeing the question-solving process, allowing students to interact independently and enliven group discussions.

Once the question-solving time is up, each group submits their answer sheets to the teacher. Next, in the evaluation stage, the teacher checks and grades the answer sheets based on a prepared rubric. Group evaluations are based on speed, accuracy, and teamwork among group members. The teacher then analyzes the evaluation results to see the extent to which the learning objectives have been achieved. This analysis includes understanding the material, the ability to write connected letters, and collaboration skills. The teacher reflects on the teaching and evaluation process, identifying strengths and weaknesses in the teaching implementation and evaluation strategies. Feedback is

given to each student regarding their individual evaluation results, explaining strengths and areas needing improvement. The teacher also provides feedback to each group on their performance in arranging hijaiyah letters and group cooperation. This feedback includes strategies used, speed, and accuracy of answers. Based on these evaluation results, the teacher plans remedial activities for students who have not yet reached the expected competencies. Additionally, the evaluation and reflection results are used by the teacher to improve and enhance future teaching strategies, including how the Scramble method can be optimized to enhance students' writing skills competencies.

Supporting and Inhibiting Factors

In any teaching implementation, there are always supporting and inhibiting factors. Supporting factors include aspects that promote the achievement of learning objectives more effectively, while inhibiting factors consist of various obstacles that may disrupt the smooth learning process.²⁴ Based on field findings, the supporting factors in implementing the scramble method include several aspects, among which are student enthusiasm. The high enthusiasm and spirit of the students in participating in the scramble method are key to its success. Third-grade students at MI Al-Hidayah displayed exceptional enthusiasm during the learning process, actively working on problems on the blackboard and eagerly participating in group tasks. Another supporting factor is the use of engaging learning media, such as colorful answer cards, which help maintain students' interest and concentration. The contrasting colors between the cards provide a stimulus for students to analyze the correct arrangement of the hijaiyah letters, thus enhancing their understanding of the material.²⁵

Additionally, the element of play in the scramble method makes learning more appealing to students, especially at the elementary level. Learning packaged in the form of games helps students learn while playing, making them less likely to get bored and more easily

²⁴ Zhang, R., & Zou, D. (2020). Types, purposes, and effectiveness of state-of-the-art technologies for second and foreign language learning. *Computer Assisted Language Learning*, 35(4), 696–742. <https://doi.org/10.1080/09588221.2020.1744666>

²⁵ Andrä, C., Mathias, B., Schwager, A., Macedonia, M., & Von Kriegstein, K. (2020). Learning Foreign Language Vocabulary with Gestures and Pictures Enhances Vocabulary Memory for Several Months Post-Learning in Eight-Year-Old School Children. *Educational Psychology Review*, 32(3), 815–850. <https://doi.org/10.1007/s10648-020-09527-z>

understand the material.²⁶ Implementing ice-breaking activities and apperception also helps create a conducive and engaging learning atmosphere, maintaining student focus, and motivating them to participate more actively.²⁷

Heterogeneous or random group discussions also play a crucial role. Diverse groupings enable students to learn cooperation and mutual assistance, which not only enhances their understanding of the material but also fosters social attitudes such as teamwork and solidarity.²⁸ Teachers also provide an understanding of the purpose of group division, making students aware of the importance of working together to complete tasks.

Some inhibiting factors in the scramble implementation include the teacher's limitations in understanding the overall condition of the students, as each student has different tendencies, competencies, and abilities. Low learning abilities among some students also pose a hindrance. Each student has different levels of intelligence due to their varied educational backgrounds. Some third-grade students at MI Al-Hidayah had never studied Arabic before and did not follow madrasah programs at home, making them less interested and struggling with learning Arabic.

Additionally, not all students actively participate in groups during scramble tasks. The method emphasizes group problem-solving, requiring each student to be active. However, observations revealed that some students remained passive and did not contribute much to their groups.

Time constraints also pose a hindrance in implementing the scramble method. Ideally, an effective learning process requires sufficient time allocation, while Arabic lessons at MI Al-Hidayah are only allocated 2x35 minutes each week. The scramble method requires extensive preparation, from planning, material preparation, to making worksheets and answer cards, which takes time to prepare.

²⁶ Lontou, T. (2019). Foreign language learning for children with ADHD: evidence from a technology-enhanced learning environment. *European Journal of Special Needs Education*, 34(2), 220–235. <https://doi.org/10.1080/08856257.2019.1581403>

²⁷ Butler, Y. G. (2022). Learning through digital technologies among pre-primary school children. *Language Teaching for Young Learners*, 4(1), 30–65. <https://doi.org/10.1075/ltl.21009.but>

²⁸ Anita Lie, *Cooperative Learning* (Jakarta: Gramedia Widiasarana Indonesia, 2017), hlm. 35.

Discussion

The scramble method is an innovative approach in Arabic language learning and has proven to provide positive impacts on learners. This student-centered method offers interactive and enjoyable learning, allowing students to engage actively in the learning process. Several studies have shown that using the scramble method can enhance students' writing, reading, and understanding of Arabic. This aligns with Jean Piaget's constructivism theory, which posits that learning involving active student participation can improve comprehension and retention of the taught material.²⁹ Learning packaged in the form of games like scramble not only captures students' attention but also helps them develop cognitive skills through problem-solving and group collaboration. This corresponds with Vygotsky's views on the importance of social interaction in learning, where collaboration among students can enrich the learning process and enhance concept understanding.³⁰

However, despite the numerous benefits of the scramble method, there are challenges that need to be addressed to optimize its use. One major challenge is the time constraint. As highlighted in the research findings, implementing the scramble method requires significant time for both material preparation and classroom execution. In the context of MI Al-Hidayah, the limited time allocated for Arabic lessons (2x35 minutes weekly) is inadequate for effective implementation. This time constraint can be mitigated through more efficient time management and rescheduling if possible. With sufficient time for teachers to prepare learning media, they can allocate more time for other preparations to ensure effective teaching.³¹

²⁹ Sobita Devi, K. (2019). Constructivist approach to learning based on the concepts of Jean Piaget and Lev Vygotsky An analytical overview. *Journal of Indian Education*, 44(4), 5–19. <https://ncert.nic.in/pdf/publication/journalsandperiodicals/journalofindianeducation/JI E-FEB2019.pdf>

³⁰ Taber, K. S. (2020). Mediated Learning Leading Development—The Social Development Theory of Lev Vygotsky. In *Springer texts in education* (pp. 277–291). https://doi.org/10.1007/978-3-030-43620-9_19

³¹ Santoso, A. M., Primandiri, P. R., Zubaidah, S., & Amin, M. (2021). The development of students' worksheets using project based learning (PjBL) in improving higher order thinking skills (HOTS) and time management skills of students. *Journal of Physics Conference Series*, 1806(1), 012173. <https://doi.org/10.1088/1742-6596/1806/1/012173>

Moreover, the success of the scramble method heavily relies on the teacher's ability to understand and manage student conditions. Each student has different abilities and backgrounds, and the teacher must be able to adjust the teaching approach to reach all students, including those with lower learning abilities. This demands teachers to be more attentive and considerate of each student's development. As Carrie Demmans et al. revealed in their research, teachers' attentiveness to students can enhance their engagement and participation in learning.³²

The importance of using engaging learning media cannot be overlooked. Media used in the scramble method, such as colorful answer cards, can prevent boredom and increase students' interest in learning. This is supported by Fudhaili's research, which shows that the use of varied learning media can create an enjoyable learning environment and improve students' understanding of the material.³³

Heterogeneous group formation also plays an essential role. Groups consisting of students with varying abilities can help balance understanding and create positive learning dynamics. More capable students can assist their peers who are struggling, fostering a collaborative and supportive learning environment. Overall, the scramble method has significant potential to improve the quality of Arabic language learning, especially if applied with the right strategies and supported by adequate supporting factors. By overcoming existing challenges, such as time constraints and teachers' ability to understand student conditions, this method can significantly contribute to achieving the desired educational outcomes.

³² Epp, C. D., Phirangee, K., Hewitt, J., & Perfetti, C. A. (2020). Learning management system and course influences on student actions and learning experiences. *Educational Technology Research and Development*, 68(6), 3263–3297. <https://doi.org/10.1007/s11423-020-09821-1>

³³ Fudhaili, A. (2023). Lu'batu Bingo li Tarqiyati Itqâni al-Mufradât al-'Arabiyyah: Bahts Tajribî li Thalabati al-Madrasah al-Ibtidâiyyah bi Indûnisiyâ. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 4(1), 29-53. <https://doi.org/10.19105/ajpba.v4i1.8018>

Conclusion

The steps in implementing the scramble method for connecting Arabic letters in *Maharatul Kitabah* lessons involve several interconnected stages. The first stage is preparation, which includes creating the lesson plan (RPP), preparing the scramble media, and organizing the material. The second stage is execution, consisting of an initial apperception session, dividing students into groups, distributing the scramble media, explaining the game rules, and conducting the activities. The third stage is evaluation, which encompasses assessing the students' work and providing feedback from the teacher. Several supporting factors in the implementation of the scramble method include the enthusiasm and spirit of the students, the attractive element of play, the heterogeneous grouping of students, and the provision of rewards. Conversely, there are some inhibiting factors such as the teacher's limitations in understanding students' conditions, differences in students' learning abilities, and limited time allocation. The findings of this study can serve as a primary or secondary reference for academics wishing to elaborate on the scramble method at different educational levels, such as higher education and *pesantren* (Islamic boarding schools).

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