



The Effect of Scramble Model on Student Activeness of Class VIII SMP Negeri 1 Pademawu

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Abstract

This research is motivated by the fact that student activity is quite crucial in the learning process which ultimately has an impact on increasing their learning activity. So, in order to increase students' active learning, social studies teachers can use models that are interesting and appropriate to students' needs. The aim of this research is to find out whether the scramble model has an effect on student activity. There are 2 problem formulations that are studied in this research, 1) What is the influence of the scramble learning model on student activity in class VIII social studies at SMP Negeri 1 Pademawu 2) What are the supporting and inhibiting factors for using the scramble model on student activity in social studies subjects class VIII at SMP Negeri 1 Pademawu. This research uses quantitative descriptive research methods with simple linear regression data analysis techniques used in this research is simple linear regression. The research results show that the scramble learning model can increase student activity in teaching and learning activities. This is shown by the results of a simple linear regression analysis test with a sig value smaller than the alpha value, namely $0.00 < 0.05$, which means the scramble model has a positive and significant effect on student activity. influenced by the results of the coefficient of determination test which produced an influence value of 56% on student activity at SMP Negeri 1 Pademawu, while the rest was influenced by 44%. Next, it can be seen that the results of the calculated t are greater than the t table, namely $9.582 > 1.993$, meaning that H_0 is rejected and H_a is accepted. So this shows that the scramble.

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Introduction

Education in Indonesia continues to experience significant developments in creating various learning designs, both in the form of strategies and methods used, as well as in terms of administration and implementation of learning. The development of increasingly sophisticated times adds to the complexity of the challenges faced by educators in an effort to achieve learning objectives. Meanwhile, students also have the main responsibility to understand and learn the material taught in order to become a smart young generation and be ready to face future challenges.

The curriculum serves as the main guideline in the implementation of effective learning. As a framework that regulates the educational process, the curriculum must be able to adapt to the times and the needs of society. Education has a very important role in human life; it serves as a means to develop all the resources possessed, so that they can be optimally utilized in everyday life. In addition, education is also a set of tools that can advance the nation's generation, where this young generation is the spearhead of hope for the future of the nation.

Along with social, economic and technological dynamics, the curriculum in Indonesia has undergone various changes over time. Starting from the 1947 curriculum to the more recent independent curriculum, each change reflects an effort to meet the needs of the times and the demands of a more relevant education. This shows that education is not a static entity, but a dynamic process that must be continuously updated and improved in order to make the maximum contribution to the development of individuals and society. (Sukatin, S & Pahmi, 2020). The role of the teacher is not only as a teacher but also as a guide and at the same time as an administrator. The teacher's personality as a whole also determines student activeness which will trigger the learning outcomes provided. Therefore, the components of the teaching situation, the right model and method of delivery and the media used also determine the learning outcomes. Thus it can be concluded that learning will be successful when considering many teaching components that are interrelated with each other. These components can be grouped into three main categories, namely: teacher, subject matter, students.

The interaction between the three main components involves facilities and infrastructure, models, methods, media and the arrangement of the learning environment so as to create a learning situation that allows the achievement of previously planned goals. The achievement of learning objectives is influenced by learning success, namely students in the search for information do not utilize learning resources from the material to be studied so that the learning process does not run actively. student activeness in the learning process will indirectly affect student learning outcomes. A less than optimal learning process makes students unable to understand the subject matter taught and the material taught is not conveyed to students properly. This causes the results of student evaluations to not meet the minimum passing criteria (KKM) in social studies subjects.

Scramble learning model is one of the innovative approaches in education, which integrates three important aspects of learning: learning to know, learning to be, and learning to live together. By using this model, students are not only given knowledge, but also guided to develop positive character and social skills, as well as increase their sense of responsibility in learning.

The scramble learning model is very effective in reducing the boredom that students often experience during the learning process. In this approach, students are given the opportunity to actively participate. The teacher starts by presenting some questions, then students are asked to find the answers that have been provided randomly. This activity encourages students to think critically and creatively, as well as dare to try to solve practice problems within a certain time duration.

This game-based learning process not only makes learning more fun, but also more meaningful. By learning through play, students can feel a higher sense of excitement and deeper engagement. This makes the subject matter more interesting and easy to understand. As a result, students not only gain knowledge, but also develop social skills and collaboration abilities, all of which are very important for their future lives. The scramble learning model thus not only increases students' engagement, but also prepares them to become more well-rounded individuals who are ready to face the challenges of the modern era.

Based on observations made by researchers in class VIII SMP Negeri 1 Pademawu, it was found that students' interest in listening and actively participating in teaching and learning activities was still relatively low. To maximize student interest, it is necessary to master the class with a fun model and method approach, so that it can attract students' attention and encourage them to be more active in the learning process. This can be seen from the activities that occur during the learning process, where the models and methods applied by teachers tend to be conventional, such as lectures and assignments. This approach often causes students to feel bored and less involved, so their learning activeness becomes low. Student activeness in learning is a very crucial factor, because it directly affects their interest and understanding of the material being taught. Therefore, to increase students' interest in learning, social studies teachers need to apply learning models that are more interesting and in accordance with the needs and characteristics of students. In this context, researchers plan to use the scramble learning model, which is expected to have a positive influence on student activeness in social studies material in class VIII SMP Negeri 1 Pademawu. Through the application of this model, it is expected that students can be more actively involved and feel a significant increase in interest in learning.

Method

This research uses a quantitative research approach. Quantitative research is a study that basically uses a deductive-inductive approach. The quantitative approach aims to test theories, build facts, show relationships between variables, provide statistical descriptions and results. Conducted on 74 respondents in the form of VIII grade students at SMP Negeri 1 Pademawu through filling out questionnaires. It is expected that this research can provide a clear picture of the impact of using scramble learning media in the context of increasing the activeness of VIII grade students at SMP Negeri 1 Pademawu. The data collection in this study used several techniques, among others: Observation: conducted to monitor the process of teaching and learning activities using the scramble model. Interview: conducted to the social studies teacher and one of the VIII grade students to get an overview of the learning model applied before. Questionnaire: Given to students to

measure their level of learning participation before and after the use of scramble learning media. Documentation: Used to collect data related to learning implementation and students' learning participation.

This study used a questionnaire as the main instrument to collect data, which was designed with two main indicators. First, there are three indicators related to the scramble learning model, namely student engagement, learning motivation, and teamwork. These indicators aim to explore how effective the learning model is in increasing students' participation and interaction during the learning process.

Secondly, the questionnaire also includes seven indicators of student activeness that reflect various aspects of involvement in learning activities. These indicators include visual activeness, oral activeness, listening activeness, writing activeness, emotional activeness, mental activeness, and motor activeness. By covering these various aspects of engagement, it is hoped that the research can provide a comprehensive picture of how students participate in learning.

This questionnaire uses five criteria to measure the respondents' level of agreement with the proposed statements, namely: strongly agree, agree, disagree, disagree, and strongly disagree. With this approach, researchers can obtain more accurate and representative data regarding the effect of the scramble learning model on student activeness. This allows for a more in-depth analysis of the factors that influence student engagement in teaching and learning activities.

Result and Discussion

- a. The interview technique used in this study was semi-structured interviews. This approach involves creating interview guidelines designed to guide discussions with respondents, while still providing flexibility to dig deeper for information according to the emerging context. This method aims to answer problem number 2 in this research comprehensively.

The following are the results of interview data obtained from social studies teachers at SMP Negeri 1 Pademawu. In the interview, it was revealed that the driving factors for the application of this learning model at SMP Negeri 1 Pademawu include adequate school facilities, the existence of student

boredom in the learning process, and the lack of student activeness in responding to lessons. The teacher also emphasized the need for a learning model that can be adapted to the characteristics of students, especially for those who prefer to learn while playing. This approach is expected to build a sense of fun, encourage active engagement, and enhance teamwork among students.

However, the interviews also revealed some inhibiting factors. These included the considerable time needed to prepare learning materials, the difficulty of students focusing their attention to understand instructions, and the risk of disrupting other classes due to overzealous activities. In addition, the limited number of lesson hours was also an obstacle in completing the planned materials. This information is valuable to understand the dynamics that occur in the learning process at SMP Negeri 1 Pademawu.

- b. Before distributing the questionnaire, a very important initial stage is to test the questionnaire through validity and reliability tests. The validity test aims to ensure that each question in the questionnaire really measures what should be measured and in accordance with the research objectives. Meanwhile, the reliability test serves to evaluate the consistency and stability of the measuring instrument, so that the results obtained from the questionnaire are reliable and reflect the actual conditions.

By conducting these two tests, researchers can ensure that the questionnaire used is not only relevant, but can also provide consistent results when used in the same study at different times. Therefore, it is important to test the suitability of each question as well as the measuring instrument as a whole before proceeding to the distribution stage to respondents. The following presents the results of the validity and reliability tests that have been conducted to ensure the quality of the questionnaire in this study.

Table 1 Results of Calculation of Validity of Independent and Dependent Variable Questionnaires

Question Number	R-table	R-result	Description
1	0,349	0,43028	Valid
2	0,349	0,51401	Valid
3	0,349	0,41801	Valid
4	0,349	0,65562	Valid
5	0,349	0,43943	Valid
6	0,349	0,60102	Valid
7	0,349	0,53924	Valid
8	0,349	0,7147	Valid
9	0,349	0,53724	Valid
10	0,349	0,20165	Valid
11	0,349	0,47892	Valid
12	0,349	0,67542	Valid
13	0,349	0,37271	Valid
14	0,349	0,50949	Valid
15	0,349	0,28904	Valid
16	0,349	0,65239	Valid
17	0,349	0,28265	Valid
18	0,349	0,47744	Valid
19	0,349	0,38619	Valid
20	0,349	0,19539	Valid

Based on the reliability test table of 74 respondents, the Cronbach's Alpha value is $0.820 > 0.60$, so the questionnaire is declared reliable.

c. The characteristics of respondents from the results of distributing questionnaires can be seen in the following table:

Table 2. The characteristics of respondents

No	Characteristics of respondents based on gender	Frequency	percentage
1	Male	39	53%
2	Female	35	47%
No	Characteristics of respondents based on class	Frequency	percentage
1	VIII-A	24	32%
2	VIII-B	24	32%
3	VIII-C	26	35%

From the data collected, the number of respondents based on male gender amounted to 39 people with a percentage of 53%. while those of female gender amounted to 35 people with a percentage of 47%. Respondents taken from class 8-A totaled 24 respondents with a percentage of 32%, and from class 8-B totaled 24 respondents with a percentage of 32%, while the number of respondents taken from class 8-C totaled 26 respondents with a percentage of 35%.

d. This study uses a simple linear regression analysis test to predict how much positive relationship the scramble model has with student activeness. This analysis uses data based on the questionnaires distributed. The calculation of this test was carried out with the help of SPSS. In simple linear regression analysis there are 3 assumptions that must be met, namely: linearity test, data normality test and heteroscedasticity test.

1. the results of the linearity test show that the sig value of Deviation from Linearity is 0.201 where the rule used for Deviation from Linearity is > 0.05 , so it can be concluded that there is a linear relationship between variable X (Scramble Model) and variable Y (Student Activeness).
2. the results of the normality test that have been carried out obtained a significance value of $0.026 > 0.05$. So it can be concluded that the residual value is normally distributed.
3. the results of the heteroscedasticity test obtained a significance value for the independent variable $0.057 > 0.05$, it can be concluded that there is no heteroscedasticity problem.

This study uses a simple linear regression analysis test to predict how much positive relationship the scramble model has with student activeness. This analysis uses data based on the questionnaires distributed. The calculation of this test was carried out with the help of SPSS. The results of the simple linear regression analysis test can be seen in the following table:

Tabel 3. simple linear regression analysis

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	5,353	4,145		1,291	0,201
	model scramble	0,882	0,092	0,749	9,582	0

Table 3 shows the results obtained by the constant value (a) of 5.353 while (b / regression coefficient) of 0.882. From these results it can be included in the regression equation as follows:

$$Y = a + bX$$

$$Y = 5.353 + 0.882X$$

The results of the above equation can be translated as a constant of 5.353 which means that the consistency value of variable Y is 5.353 regression coefficient X of 0.882 which states that between the independent variable (scramble model) and the dependent variable (student activeness) has a positive relationship. And based on the significance value obtained from the table above of $0.000 < 0.05$, it can be concluded that the independent variable (scramble model) has an effect on the dependent variable (student activeness).

Based on the test results that have been conducted, it is known that the Scramble Learning Model has a positive influence on student activeness. This means that the application of this learning model can effectively increase student engagement in teaching and learning activities. Statistical support shows that the significance value (sig) is smaller than the alpha value, which is $0.00 < 0.05$, indicating that the effect of the scramble model on student engagement is significant.

In addition, further analysis shows that the calculated t value obtained, which is 9.582, is much greater than the t table value which is only 1.993. This results in H_0 (null hypothesis) being rejected and H_a (alternative hypothesis) being accepted, confirming that the Scramble Learning Model positively affects student engagement at SMP Negeri 1 Pademawu.

Based on these findings, it can be concluded that the application of the Scramble Learning Model makes a significant contribution, namely 56%, to the increase in student activeness. Meanwhile, the remaining 44% of student activeness is influenced by other factors that may also play a role in the teaching and learning process. Thus, the application of this model is not only important, but also shows great potential in improving student activeness, which in turn can contribute to better learning outcomes.

After conducting classroom observations and interviews with Mrs. Rahmawati, S.E., a social studies teacher at SMP Negeri 1 Pademawu, researchers found several factors that encourage the application of the scramble learning model. Among these factors, adequate school facilities are one of the main drivers. Students' boredom in learning also contributes, considering that they often feel less involved in the learning process. In addition, the low level of student engagement in responding to the lesson suggests the need for a more interactive approach. Learning models that suit students' preferences, such as those that incorporate game elements, are expected to build a fun learning atmosphere, increase engagement, as well as encourage cooperation among students.

On the other hand, the researcher also identified some inhibiting factors in the implementation of the scramble model. Time-consuming material preparation is a significant obstacle, where teachers have to allocate extra time to prepare appropriate teaching materials. In addition, students' lack of focus in understanding instructions can hinder the effectiveness of learning, while too high a level of activeness sometimes causes disruption to other classes. Lastly, the limited number of lesson hours available to complete the material is a challenge in implementing this model. By understanding these factors, it is hoped that the school can optimize the implementation of the scramble model to improve the quality of learning at SMP Negeri 1 Pademawu.

Based on the results of research on the effect of the scramble model on the activeness of class VIII students at SMP Negeri 1 Pademawu, it can be concluded that the application of the scramble model has an effect of 56% on student activeness at SMP Negeri 1 Pademawu, while the rest is influenced by 44%. It can

also be seen from the results of the tcount value of 9.582 which is greater than the ttable value of 1.993, which means that the H_a hypothesis is accepted that the scramble model has an effect on student activeness at SMP Negeri 1 Pademawu.

The driving and inhibiting factors for the scramble model at SMP Negeri 1 Pademawu are adequate school facilities, student boredom in learning, lack of active students in responding to lessons, the need for a model that adapts to students who like to learn while playing by building a sense of fun, active and teamwork. As for the inhibiting factors, namely taking a long time to prepare the material, failure to focus on students in understanding instructions, disturbing other classes due to being too active, lack of learning hours in completing lessons.

Suggestion

Based on the description above regarding the Effect of Scramble Model on Student Activeness of Class VIII SMP Negeri 1 Pademwu, the suggestions that researchers can put forward in connection with the results of this study are as follows:

1. For further researchers, they should be able to add variables that this study has not included and research measurements and make this research a reference for research that has similar discussions.
2. to the institution concerned to always provide creative, interesting, and effective learning to achieve its own learning goals.

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