



Efforts to Improve Student Learning Outcomes in the Material of Recognizing the Alphabet through Scramble Type Cooperative Learning at RA Al Mansyuriyah Probolinggo

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ABSTRACT

The purpose of this study is to improve student learning outcomes in the material of recognizing the alphabet through cooperative learning type Scramble. The method used in this study is Classroom Action Research consisting of two cycles, and each cycle consists of: Planning, Implementation, Observation, and reflection. The subjects of this study were students of RA Group B RA Al Mansyuriyah Leces Probolinggo. Data were collected using test and observation techniques. The test was used to measure students' ability in recognizing the alphabet, while observation was used to analyze the learning activities of teachers and students in the learning process. The collected data were then analyzed using a descriptive statistical approach. The results showed that Cooperative Learning Type Scramble can improve the learning outcomes of students in recognizing the alphabet material of RA Group B RA Al Mansyuriyah Leces Probolinggo. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Furthermore, the researcher recommends: (1) Teachers who encounter the same difficulties can apply Scramble Type Cooperative Learning to improve Learning Outcomes. (2) In order to obtain maximum results, it is hoped that teachers will make Scramble Type Cooperative Learning more interesting and varied.

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Introduction

Education has a strategic role in developing the nation's intelligence and forming a whole person with the soul of Pancasila. This is in line with the mandate of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System which states that national education functions to develop abilities and shape the character and civilization of a dignified nation. The goal of national education is to develop the potential of students to become people who believe and fear God Almighty, have noble

morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In addition, education is also an effective and efficient means of improving the quality of human resources in order to face the dynamics of the development of the times.

However, based on the results of daily tests of Group B students at RA Al Mansyuriyah Leces, Probolinggo Regency, it was found that learning outcomes in the material *Getting to Know the Alphabet* were still below the minimum completion standard, which was less than 60. Several factors that contributed to the low learning outcomes include students' low cognitive abilities in understanding concepts, the learning process that took place in a monotonous and uninteresting manner, and students' low learning motivation who tended to only memorize without understanding the meaning of the material being studied. Learning that is oriented towards memorization makes the concepts that have been taught easily forgotten, thus creating its own challenges for teachers.

In facing these challenges, teachers are required to be more creative in designing and implementing interesting and meaningful learning. One strategy that can be applied is the selection of a learning model that is in accordance with the characteristics of the material and the needs of students. Teacher readiness in managing learning effectively can have a positive impact on improving student learning outcomes. One of the learning models that is relevant to be applied to the material *Getting to Know the Alphabet* is the cooperative learning model of the *Scramble* type. This model allows students to be actively involved in the learning process, because each student has their own role and responsibility, so that it can increase participation and learning activities.

The cooperative learning model type *Scramble* is an approach that involves distributing question sheets along with answer sheets containing alternative answers. Students are expected to be able to find answers and solve questions through active group discussions. Based on these problems and potential solutions, the researcher sees the importance of conducting classroom action research to improve student learning outcomes in the material *Getting to Know the Alphabet*. Therefore, this research was conducted with the title: *****Improving Learning Outcomes of Students' Alphabet Recognition Material RA Group B RA Al Mansyuriyah Leces Probolinggo*****.

Methods

This Classroom Action Research was conducted at RA Al Mansyuriyah Leces, Probolinggo Regency, East Java Province, which is located far from the city, about 7 km from the city of the Regency. RA Al Mansyuriyah Leces Probolinggo, Dusun Timur District, Probolinggo Regency, East Java Province has incomplete facilities with an inadequate Library, No Science Laboratory, No Computer Laboratory and others. With a total of 18 permanent and non-permanent teachers and 1 education staff.

The subjects of this study were students of RA Group B RA Al Mansyuriyah Leces, Probolinggo Regency, East Java with a total of 13 students, consisting of 6 male students and 7 female students. The time of the RA Group B Action Research was carried out for 3 months, namely from January to March 2023. This study was on the material of Getting to Know the Alphabet taught. This study was planned for 2 cycles, each cycle consisting of 3 meetings. This study uses a Classroom Action Research design with a Cycle.

In Cycle I, the focus of learning was on the topic Recognizing the Alphabet. The first stage carried out was the planning phase. At this stage, preparations were made by developing the necessary learning tools, including the syllabus, lesson plans, teacher and student observation sheets, student worksheets (LKS), and evaluation tools in the form of written tests using multiple-choice questions. The next stage was the implementation phase. In this phase, the teacher began by explaining the material classically to all students. Then, the students were divided into four study groups, each consisting of four to five members. Each group was provided with a worksheet and instructed to study it collaboratively. The learning process involved group discussions, inter-group discussions, and completing the questions provided in the worksheet. During group activities, students helped one another, shared responsibilities, and took ownership of their group's success.

The third stage was the observation phase. Observations were carried out to monitor student and teacher activities during the learning process using observation sheets. Aspects observed included student engagement, teacher involvement, and student responses to the learning activities. Furthermore, student learning outcomes were evaluated through a written test. The final stage in this cycle was the reflection phase. This phase aimed to evaluate the overall learning process during Cycle I and to serve as the basis for planning the subsequent cycle. Evaluation was based on whether students had achieved the established learning completeness criteria. The indicators for success were that individual students must achieve a minimum score of 60, and class-wide mastery was achieved if at least 85% of students reached the individual mastery threshold.

In Cycle II, the learning activities were planned based on the reflections and data analysis from Cycle I. The main goal was to address and improve upon the weaknesses and shortcomings identified in the previous cycle. The stages of implementation in Cycle II followed the same structure as those in Cycle I, consisting of the planning, implementation, observation, and reflection phases. By addressing areas that were less optimal in Cycle I, it was expected that the implementation of Cycle II would result in significant improvement in students' learning outcomes, particularly in understanding the topic Recognizing the Alphabet.

This study employed several data collection techniques to obtain accurate and relevant information. Observations were conducted by the classroom teacher in collaboration with an assisting observer, aiming to record the behaviors and activities of both the teacher and students during the learning process. These observations were carried out using structured observation sheets that had been prepared in advance. In addition to observation, learning outcome tests were also used to determine students' level of understanding of the material. The instruments utilized in this classroom action research at RA Group B included daily test sheets to measure students' academic achievement, student observation sheets to assess their level of learning motivation, and teacher observation sheets to evaluate the teaching activities conducted during the lessons.

The data analysis technique applied in this research was descriptive analysis. The learning outcome data were analyzed to determine students' mastery of the material Recognizing the Alphabet, which was taught using the Cooperative Learning Model of the Scramble type. Individual mastery was defined as achieving a minimum score of 60. Meanwhile, classical mastery was considered achieved if at least 85% of the total number of students scored 60 or above. The percentage of learning mastery was calculated using the formula proposed by Arikunto (2012:24), as follows: $P = F / N \times 100\%$,

Where P represents the percentage, F is the frequency of each activity, and N is the total number of observed activities. This analytical approach enabled the researcher to measure the effectiveness of the learning model and to provide a comprehensive overview of students' learning progress.

Result

The results of this study indicate a significant improvement in students' learning outcomes on the topic of recognizing the alphabet following the implementation of the Cooperative Learning Model of the Scramble Type at RA Al Mansyuriyah Leces, Probolinggo. In the initial condition, teaching was still conducted using the lecture method, which affected student performance, with an average score of 61.1 and a classical completeness rate of 61.5%. At this stage, student participation was relatively low, and several issues emerged, such as a lack of focus in completing student worksheets (LKS) and the inability of some groups to answer the teacher's questions. Based on the reflection of these initial conditions, the researcher devised new strategies and proceeded to Cycle I by implementing the Scramble Cooperative Learning Model.

In Cycle I, the learning strategy focused on enhancing student interaction and participation. The teacher divided the students into small groups, provided clear instructions, and actively guided the discussions. As a result, there was an increase in the average score to 67.3, with a classical completeness rate of 76.9%. Furthermore,

observations of student activity showed a good category, and student responses to this learning model were very positive. Students expressed enjoyment, found the material easier to understand, and showed a desire to apply this model to other subjects. However, the reflection from Cycle I revealed that some students were still not focused on completing the worksheets, and certain groups continued to struggle with discussions, indicating the need for further improvement.

Entering Cycle II, the researcher applied more targeted strategies, including assigning specific roles within groups to ensure all sections of the worksheets were completed, closely monitoring student behavior during lessons, and providing additional explanations for difficult content. As a result, there was a marked improvement, with all students (100%) achieving mastery learning, and the class average rising to 74.6. Teacher performance in managing the class also improved, with an average observation score of 3.25, categorized as good. Overall, the research process demonstrated that the Scramble Type Cooperative Learning Model was effective in improving student learning outcomes in recognizing the alphabet, both in terms of conceptual understanding, active engagement, and positive affective responses to the learning process.

Discussion

The research findings indicate that the learning outcomes of students in Group B at RA Al Mansyuriyah Leces Probolinggo during the initial condition, where the lecture method was used to teach the topic Recognizing the Alphabet, resulted in an average score of 61.1. The highest score achieved was 70, obtained by four students, while the lowest score was 50, obtained by three students. The overall learning mastery rate was 61.5%, with 38.5% of students not reaching the minimum competency level. In Cycle I, after implementing the Cooperative Learning Model of the Scramble Type, there was an improvement in students' performance, with the average score increasing to 67.3. Three students achieved the highest score of 75, and three students scored the lowest at 55. The learning mastery rate rose to 76.9%, while the number of students who had not yet achieved mastery decreased to 23.1%. A more significant improvement was observed in Cycle II, where all students (100%) achieved learning mastery, with an average score of 74.6. The highest score was 90, achieved by one student, while the lowest score was 65, achieved by two students.

These results demonstrate a clear increase in student achievement from Cycle I to Cycle II on the same topic, which can be attributed to the successful application of the Cooperative Learning Model of the Scramble Type in both cycles. Student activity during the learning process also showed positive development based on observers' assessments. All observed aspects of student activity were rated as good, including listening attentively to the teacher's explanations, working collaboratively in groups, using learning aids, participating actively in discussions, presenting discussion results,

summarizing material, and responding to the teacher's questions. The most dominant student activities were working together to complete worksheets and engaging in group discussions. This indicates that students were able to collaborate and take responsibility for achieving good outcomes, aligning with Santoso's statement (in Anam, 2000:50) that cooperative learning encourages students to work together and be responsible until both individual and group tasks are completed.

The teacher's ability to manage the Cooperative Learning Model of the Scramble Type was also rated as good in all observed aspects. This suggests that the teacher demonstrated competent classroom management skills in delivering this model of instruction, in line with Ibrahim's (2000) assertion that teachers play a crucial role in managing classroom activities and must be creative and innovative in designing learning experiences that foster students' interest and motivation. Supporting this view, Piter (in Nur and Wikandari, 1998) stated that a teacher's ability to manage the learning process is vital to ensuring effective and efficient teaching.

Furthermore, the results of the student response questionnaire revealed that students reacted positively to the application of the Cooperative Learning Model of the Scramble Type. They expressed enjoyment regarding the subject matter, the worksheets used, the learning atmosphere, and the teacher's method of delivery. Students felt that the model helped them better understand the material, while also improving interaction between teacher and students as well as among peers through discussions. Nevertheless, some students noted that the classroom environment could be a bit noisy, which they viewed as a drawback of the model. All students (100%) stated that this was their first time experiencing learning through the Scramble Type Cooperative Learning Model and expressed enthusiasm for using the same model in future lessons.

Conclusion

Based on the results of the study by applying the cooperative learning model using the Scramble Type Cooperative Learning, it can be concluded that the Use of Scramble Type Cooperative Learning can improve the learning outcomes of the Material on Recognizing the Alphabet of Students of RA Group B RA Al Mansyuriyah Leces Probolinggo.

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