

Optimizing Learning Quality: Overcoming Learning Challenges in Children through the Implementation of Scramble Learning Model Assisted by Educandy

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Abstract:

The main focus of this research is applying the Scramble learning model assisted by Educandy media as an interactive approach to overcome student difficulties so that the quality of learning can improve. The research method used was an experiment using score data from a test of understanding archaic words. The population of this research is all class X students of SMA Negeri 1 Keritang for the 2023/2024 academic year, with a total of 259 students. The research results show an influence of the scramble learning model assisted by Educandy media on understanding archaic words. This is proven by obtaining the price value $t_{\text{count}} > t_{\text{table}}$ with $df = 63$ and $\alpha = 0.05$, namely $1.673 > 1.669$, meaning that H_0 is rejected. Thus, it can be proven that the scramble learning model assisted by Educandy media influences the understanding of archaic words in the saga texts of class X SMA Negeri 1 Keritang students. This research implies that using the Scramble learning model assisted by Educandy media is an effective alternative learning method in Islamic education. Islamic education management can consider integrating technology and interactive approaches such as those proposed in this research as strategies to improve the quality of learning in educational institutions.

Keywords: *Scramble Learning Model, Educandy Media, Learning Quality*

Abstrak:

Fokus utama penelitian ini adalah penerapan model pembelajaran Scramble berbantuan media Educandy sebagai pendekatan interaktif untuk mengatasi kesulitan siswa, sehingga kualitas pembelajaran dapat meningkat. Metode penelitian yang digunakan adalah eksperimen dengan menggunakan data skor hasil tes pemahaman kata arkais. Populasi penelitian ini adalah seluruh siswa kelas X SMA Negeri 1 Keritang tahun ajaran 2023/2024 dengan jumlah total 259 siswa. Hasil penelitian menunjukkan adanya pengaruh model pembelajaran scramble berbantuan media educandy terhadap pemahaman kata arkais. Hal ini dibuktikan melalui perolehan nilai harga $t_{\text{hitung}} > t_{\text{tabel}}$ dengan $df = 63$ dan $\alpha = 0,05$, yaitu $1,673 > 1,669$, artinya H_0 ditolak. Dengan demikian dapat dibuktikan bahwa terdapat pengaruh penggunaan model pembelajaran scramble berbantuan media educandy terhadap pemahaman kata arkais pada teks hikayat siswa kelas X SMA Negeri 1 Keritang. Penelitian ini memberikan implikasi bahwa penggunaan model pembelajaran Scramble berbantuan media Educandy merupakan alternatif metode pembelajaran yang efektif dalam konteks pendidikan Islam. Manajemen pendidikan Islam dapat mempertimbangkan integrasi teknologi dan pendekatan interaktif seperti yang diajukan dalam penelitian ini sebagai strategi untuk meningkatkan kualitas pembelajaran di lembaga pendidikan.

Kata Kunci: *Model Pembelajaran Scramble, Media Educandy, Mutu Pembelajaran*

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INTRODUCTION

Education is an essential aspect of the development of a nation because it is the foundation for the progress and development of society. One of the critical factors in improving the quality of education is through effective and innovative learning (Frelin & Grannäs, 2021; Kwangmuang et al., 2021). A suitable learning model can facilitate a more interactive, enjoyable learning process that optimizes students' creativity and understanding (Sun et al., 2021; Wang et al., 2021; Kasneci et al., 2023).

In today's digital era, the use of technology in the learning process is becoming increasingly important. Digital learning media offers a variety of features and advantages that can improve the quality of learning. One digital learning media attracting attention is Educandy, an online platform that provides various games and interactive learning activities.

Learning Indonesian aims to develop students' thinking and speaking abilities, including the ability to think logically. In this context, the four language skills that students must master include listening, speaking, reading, and writing. Apart from these aspects, learning Indonesian also includes language skills and literary understanding. Literary understanding is generally obtained through the skill of reading literary works, which involves recognizing aesthetic values and essential messages in literary writing (Shofiah, 2021). Apart from providing entertainment, reading literary works also provides deep insight into human life, including moral messages, aesthetic values, and how humans interact with their environment, including interactions with other creatures (Barokah, 2021).

Based on observations carried out with the Indonesian language teacher of the class, students' difficulty understanding archaic words in saga texts is an essential challenge in studying classical literature in high school. Students' rare exposure to ancient words in everyday language, the dominance of modern vocabulary, and the complexity of the meaning of archaic words are obstacles. Some ancient words have multiple meanings or change meaning over time, requiring students to search for meaning through additional references. Difficulties also arise when relating archaic words to the context of saga texts, which are closely related to past culture and history. Lack of the habit of reading classical literature also affects students' understanding of archaic words, which are sometimes more familiar with modern texts.

Educational innovation is the key to overcoming the complexity of the challenges of understanding words in learning (Afnita & S, 2021). One promising model is the Scramble learning model, which presents a fresh and interactive approach (Rosanti et al., 2022). This learning model is believed to improve the quality of learning because it encourages the encourages active participation of students in the learning process. By encouraging students to collaborate, communicate, and think critically, this model makes them more engaged and active in their learning. In addition, this scramble model emphasizes active and

problem-based learning, where students are actively involved in finding solutions and applying the concepts learned in authentic contexts. This helps students understand the material in more depth so that the quality of learning can improve.

In this model, words are scrambled to test students' understanding, encouraging them to reassemble the words so they understand the correct meaning (Ayal et al., 2022). With exciting game elements, the Scramble model improves understanding of individual words and tests students' ability to assemble words into coherent sentences (Sumira et al., 2018). This approach effectively increases students' vocabulary and provides an enjoyable learning experience (Acim et al., 2023). The Scramble model can be applied in various educational contexts, including foreign language teaching and developing an understanding of words in the mother tongue, giving teachers the flexibility to adjust the difficulty level according to students' abilities (Liando, 2023).

Thus, the Scramble learning model is a concrete example of how innovation in education can bring positive changes in overcoming obstacles to understanding words, honing language skills, and making the learning process more exciting and interactive (Yawijaya et al., 2023). This kind of innovation has great potential to help students overcome word comprehension challenges and improve their language skills creatively and effectively (Yasin et al., 2020).

Technological developments have changed the educational paradigm, with technology-based media such as Educandy becoming an effective tool for improving the quality of learning (Oktafiyana & Septiana, 2021). Educandy, an interactive education platform, allows teachers to create exciting learning activities, including the scramble model. By using Educandy, students can be actively involved in learning, increasing the attractiveness of learning language and literature. This platform is designed as a web-based educational game, offering a fun learning experience (Irvan & Arni, 2022). The slogan "making learning sweeter" reflects Educandy's goal to create exciting and enjoyable learning (Nurhikmah et al., 2023). With a creative game concept, Educandy prevents users from becoming bored while learning (Sumardi & Aryandini, 2016).

Although understanding archaic words in saga texts plays a crucial role in developing students' abilities, they face significant challenges. Modern-era students are rarely exposed to archaic words in everyday language, and understanding them requires both lexical knowledge and deep contextual understanding.

Appropriate learning management is needed in the learning context, including learning planning, classroom management organization, learning evaluation, collaboration, and communication. Therefore, the scramble learning model can help students overcome their learning difficulties. Even though the scramble model and educational media promise to improve learning outcomes, research that focuses on the use of both in understanding saga texts among class X high school students still needs to be completed. This research aims to bridge this gap by exploring the contribution of the scramble learning model assisted by Educandy media in increasing understanding of archaic words in saga texts among class X SMA Negeri 1 Keritang students, as well as understanding the role of students' reading interest in this learning process.

RESEARCH METHODS

This research applies a quantitative approach using experimental methods. This approach was chosen because it allows researchers to solve problems carefully and systematically by collecting data in numbers (Nasehuddin, 2015). The experimental method was chosen to evaluate the effect of treatment, in this case, the scramble learning method assisted by Educandy media, on understanding archaic words in the saga texts of class X SMA Negeri 1 Keritang students. Research data was obtained from scores from objective tests of understanding archaic words. This research involved two class groups: the experimental class, which applied new learning methods, and the control class, which applied conventional learning methods. A 2x2 factorial design was used to understand the effect of two factors, namely learning methods and educational media, on student understanding outcomes. This design is considered adequate for identifying the impact of these two variables in the context of this research (Sugiyono, 2017).

The population of this research is all class. The sample for this research was class X.5 as the experimental class and class X.4 as the control class. In the data collection process used, namely objective tests. Objective tests measure students' understanding of archaic words in saga texts. To make it easier to assess the results of students' understanding of archaic words, it is necessary to create assessment guidelines, as shown in Table 1.

Table 1. Assessment Components

No	Indicators of Understanding Archaic Words
1.	Identify archaic words
2.	Understanding the context of the use of archaic words
3.	Analysis of the meaning of the word archaic
4.	Interpreting the word archaic
5.	Applying archaic words to saga texts

Table 2. Objective Test Assessment Rubric

Question Number	Score	Assessment criteria
1 - 25	1	Students answer the questions correctly
	0	Students answer questions incorrectly

In finding student results, the data was tested using normality tests, homogeneity tests, and hypothesis tests using SPSS 25.

RESULTS AND DISCUSSIONS

Data on Comprehension of Archaic Words

Data on understanding archaic words in the experimental class saga texts can be seen in Table 3.

Table 3. Data from Experimental Class Archaic Word Comprehension Test Results

	N	Lowest Value	The highest score	\bar{X}	Std. Deviation
Experimental Class	33	44	92	69.45	13.070

Based on Table 3, the results of the test for understanding archaic words for students in the experimental class with a total of 33 students obtained an average score of 69.45. The highest score obtained by students was 92, and the lowest score obtained by students was 44, with a standard deviation of 13.070. The results of students' archaic word comprehension tests in the experimental class can be seen in the following qualification table.

Table 4. Qualifications for Understanding Archaic Words in Experimental Class Hikayat Texts

No	Mastery Level	Qualification	F	%
1.	96 - 100	Perfect	0	0,00
2.	86 - 95	Very well	4	12,12
3.	76 - 85	Good	9	27,27
4.	66 - 75	More than enough	7	21,21
5.	56 - 65	Enough	9	27,27
6.	46 - 55	Almost Enough	3	9,09
7.	36 - 45	Not enough	1	3,03
8.	26 - 35	Very less	0	0,00
9.	16 - 25	Bad	0	0,00
10.	0 - 15	Very bad	0	0,00
Total			33	100

Based on Table 4, it can be seen that the understanding of archaic words in the saga texts of class First was four students with Very Good qualifications in the range 86–95 (12.12%). Second, there were nine students with Good qualifications in the range 76–85 (27.27%). Third, there were seven students with More than Enough qualifications in the range 66–75 (21.21%). Fourth, nine students have sufficient qualifications in the range of 56–65 (27.27%). Fifth, three students with Almost Enough qualifications were in the range 46–55 (9.09%). Sixth, students with less qualifications in the range 36–45 amounted to 1 person (3.03%).

The average understanding score of archaic words in the narrative texts among the tenth-grade students of SMA Negeri 1 Keritang, who were taught using the Scramble learning model assisted by Educandy media, is 69.45. Based on this average score, it can be concluded that the understanding of archaic words in the narrative texts among the tenth-grade students of SMA Negeri 1 Keritang, who were taught using the Scramble learning model assisted by Educandy media, falls into the 'More than Sufficient' qualification as it falls within the mastery range of 66-75 on the qualification table of a 10-point scale. Furthermore, the data on the understanding of archaic words in the narrative texts among the tenth-grade students of SMA Negeri 1 Keritang, who were taught using the Scramble learning model assisted by Educandy media, in Table 4, is depicted in the following histogram.

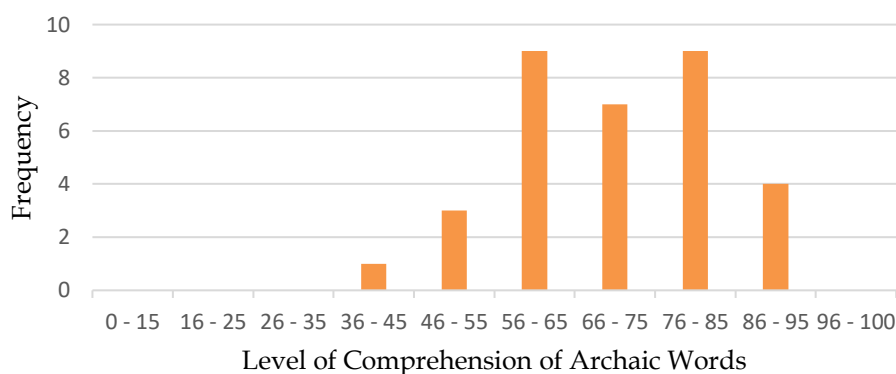


Figure 1. Frequency Distribution Histogram of Students' Understanding of Archaic Words in the Experimental Class

Data on Comprehension of Archaic Words from Control Class Students

Data on understanding archaic words in the experimental class saga texts can be seen in table 5.

Table 5. Data from Control Class Archaic Word Comprehension Test Results

	N	Lowest Value	The Highest Score	\bar{X}	Std. Deviation
Control Class	32	36	88	63.75	14.402

Table 5 shows the test results for understanding archaic words for students in the control class, with 32 students obtaining an average score of 63.75. The highest score obtained by students was 88, and the lowest score obtained by students was 36, with a standard deviation of 14,402. The results of students' archaic word comprehension tests in the control class can be seen in the following qualification table.

Table 6. Qualifications for Understanding Archaic Words in Control Class Hikayat Texts

No	Mastery Level	Qualification	F	%
1.	96 - 100	Perfect	0	0,00
2.	86 - 95	Very well	1	3,12
3.	76 - 85	Good	7	21,87
4.	66 - 75	More than enough	7	21,87
5.	56 - 65	Enough	10	31,25
6.	46 - 55	Almost Enough	2	6,25
7.	36 - 45	Not enough	5	15,62
8.	26 - 35	Very less	0	0,00
9.	16 - 25	Bad	0	0,00
10.	0 - 15	Very bad	0	0,00
Total			32	100

Table 6 shows that the understanding of archaic words in the narrative texts among the tenth-grade students of SMA Negeri 1 Keritang, who were taught using the conventional learning model, is classified into the following six groups. Firstly, students with an Excellent qualification range of 86-95 amounted to 1 person (3.12%). Secondly, students with a Good qualification range of 76-85 amounted to 7 people (21.87%). Thirdly, students with More than Sufficient qualifications with

a range of 66-75 amounted to 7 people (21.87%). Fourthly, students with a Sufficient qualification range of 56-65 amounted to 9 people (28.12%). Fifthly, students with an Almost Sufficient qualification range of 46-55 amounted to 2 people (6.25%). Sixthly, students with a Less qualification range of 36-45 amounted to 6 people (18.75%).

The average score of understanding archaic words in the narrative texts among the tenth-grade students of SMA Negeri 1 Keritang, who were taught using the conventional learning model, is 63.75. Based on this average score, it can be concluded that the understanding of archaic words in the narrative texts among the tenth-grade students of SMA Negeri 1 Keritang, who were taught using the conventional model, falls into the Sufficient qualification as it falls within the mastery range of 56-65 on the qualification table of a 10-point scale. Furthermore, the data on the understanding of archaic words in the narrative texts among the tenth-grade students of SMA Negeri 1 Keritang, taught using the conventional learning model in Table 6, is depicted in the following histogram.

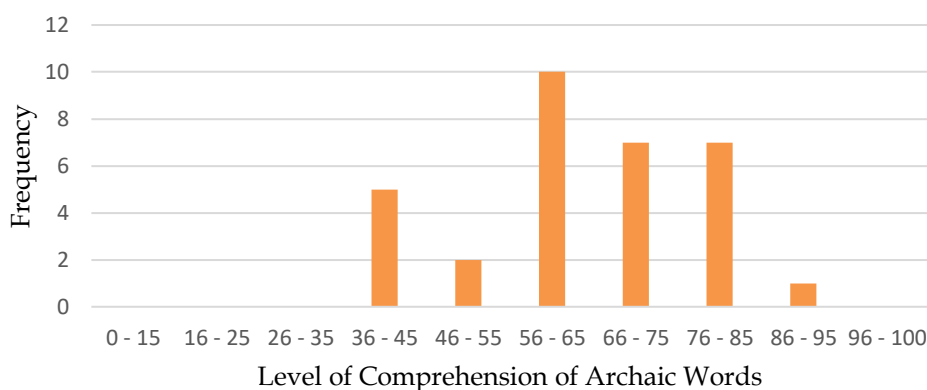


Figure 2. Frequency Distribution Histogram of Comprehension of Archaic Words in the Hikayat Text of Students in the Control Class

Normality Test

The normality test was carried out on the comprehension scores for archaic words in saga texts in the experimental class of 33 students treated with the scramble learning model assisted by Educandy media and the control class of 32 students treated with the conventional learning model. The results of the analysis can be seen in Table 7.

Table 7. Normality Test for Comprehension Values of Archaic Words in Hikayat Texts

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
The Value of Understanding Archaic Words in Students' Hikayat Texts	Experimental Class	.099	33	.200*	.964	33	.341
	Control Class	.101	32	.200*	.961	32	.288

Conclusions can be drawn referring to the results of the analysis above. First, the value of understanding archaic words in the saga texts of students in the experimental class comes from a normally distributed population with a value of

sig. 0.200 > 0.05, meaning H_0 is accepted; second, the value of understanding archaic words in the saga text of students in the control class comes from a normally distributed population with a sig value. 0.200 > 0.05, meaning H_0 is accepted.

Homogeneity Test

A homogeneity test was carried out on the value of understanding archaic words in saga texts in the experimental class of 33 students treated with the scramble learning model assisted by Educandy media and the control class of 32 students treated with the conventional learning model. The results of the analysis can be seen in the table as follows.

Table 8. Homogeneity Test of Understanding Values for Archaic Words in Hikayat Texts

		Levene Statistic	df1	df2	Sig.
The Value of	Based on Mean	.127	1	63	.722
Understanding	Based on Median	.128	1	63	.721
Archaic Words in	Based on Median and	.128	1	62.3	.721
Students' Hikayat	with adjusted df			11	
Texts	Based on trimmed mean	.112	1	63	.739

Referring to the analysis results above, the value of understanding archaic words in the saga texts from both classes is homogeneous. This is proven by the value of Levene's test of equality of error variance, b obtained $F = 0.127$, $df1 = 1$, $df2 = 63$, and the sig value. $0.722 > 0.05$, meaning H_0 is accepted. Thus, the data variance from the two groups is homogeneous.

Hypothesis

Hypothesis testing was carried out to prove the hypothesis that had been proposed, namely that there was an influence of the use of the scramble learning model assisted by Educandy media on the understanding of archaic words in the saga texts of class X SMA Negeri 1 Keritang students. The results of the analysis can be seen in Table 9.

Table 9. Hypothesis Test Results

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1.673	63	.099	5.705	3.409	-1.108	12.517
1.671	61.986	.100	5.705	3.414	-1.121	12.530

Referring to the analysis results above, it can be concluded that the data test the hypothesis proposed. This is proven by obtaining the price value $t_{count} > t_{table}$ with $df = 63$ and $\alpha = 0.05$, namely $1.673 > 1.669$, meaning that H_0 is rejected. Thus, it can be proven that using the scramble learning model assisted by Educandy media influences the understanding of archaic words in the saga texts of class X SMA Negeri 1 Keritang students.

The students' archaic word comprehension test results, as depicted in Table 3 and Table 5, provide a relatively clear picture of the impact of using the scramble

learning model assisted by Educandy media on students' understanding. In the experimental class with 33 students, the average score reached 69.45, with the highest score of 92, the lowest score of 44, and a standard deviation of 13.070. In contrast, in the control class of 32 students, the average score reached 63.75, with the highest score of 88, the lowest score of 36, and a standard deviation of 14.402. Data analysis shows that the average score in the experimental class is higher than the control class, reflecting the potential positive contribution of the learning model used. Although the highest and lowest scores in the two classes are not significantly different, the differences in the mean scores and standard deviations indicate that the experimental learning model is more effective in supporting students with varying levels of understanding of archaic words. The relatively good consistency of test results in both classes indicates the success of the learning model in presenting material consistently and evenly. Although the differences between the experimental and control classes are not striking, these findings provide a solid basis for further discussing the potential for improving the quality of learning, especially in understanding archaic words, through applying the scramble learning model assisted by Educandy media.

The results of hypothesis testing show the influence of using the scramble learning model assisted by Educandy media on the understanding of archaic words in the saga texts of class X SMA Negeri 1 Keritang students. This is proven by obtaining the price value $t_{\text{count}} > t_{\text{table}}$ with $df = 63$ and $\alpha = 0.05$, namely $1.673 > 1.669$, meaning that H_0 is rejected. The results of statistical data analysis show that applying the scramble learning model assisted by Educandy Media can have a real impact in increasing students' understanding of the archaic words in the saga. The scramble learning model improves students' ability to identify texts and encourages them to play an active role, think critically, and collaborate with groups in completing assigned tasks (Riana & Gulo, 2022). The support of this learning model creates additional motivation for students, making learning fun and challenging.

Apart from that, Ashari et al. (2022) added a positive dimension by stating that the scramble learning model supported by crossword puzzle games can create an enthusiastic and active learning environment. Competition between students in completing assignments makes learning more dynamic and exciting. Students tend to be more engaged and understand the material better when competing and collaborating with classmates. Acim et al. (2023) highlighted the positive influence of the scramble learning model on increasing students' interest in learning. This scrambled learning model can negatively impact students' interest in learning. Thus, using the scramble learning model assisted by Educandy media contributes to increasing the understanding of archaic words in saga texts and stimulates students' overall interest in learning.

This research encourages the application of active learning methods in the context of Islamic education. The Scramble learning model allows students to be directly involved in learning, strengthening their cognitive, affective, and psychomotor skills. Thus, this research encourages using learning methods oriented toward student participation and active learning experiences in teaching Islamic material.

By combining the elements above, this research significantly contributes to Islamic education management by improving the quality of learning, stimulating students' interest in learning, and encouraging the application of innovative learning methods oriented toward students' learning experiences.

CONCLUSION

Based on the analysis of the results of tests on understanding archaic words for experimental class and control class students, accompanied by hypothesis testing, it was found that the use of the scramble learning model assisted by Educandy media had a positive impact on students' understanding of archaic words in saga texts. The higher average score in the experimental class shows the effectiveness of this learning model in supporting students' understanding better than conventional methods. The results of hypothesis testing confirm that the scramble learning model assisted by Educandy media significantly increases students' understanding of archaic words. These findings also illustrate that this learning model can stimulate students' interest, create dynamic, fun learning, and encourage active participation. Thus, this research shows that applying the Scramble learning model assisted by Educandy media can potentially improve the quality of education, especially in understanding archaic words in saga texts among class X students of SMA Negeri 1 Keritang. Results show more active student involvement, use of technology in learning, and increased critical thinking skills. With the synergy between learning innovation, adequate resources, and shared commitment, this research highlights the potential for improving the quality of education through new approaches to language and literature learning.

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