

IMPLEMENTATION OF THE SCRAMBLE LEARNING METHOD TO ENHANCE LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION (IRE)

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ABSTRACT:

Islamic Religious Education (IRE) plays a crucial role in the development of students' character and moral values. However, educators in IRE often encounter challenges related to the effectiveness of teaching strategies and the level of student engagement. To enhance the quality of IRE instruction, innovative teaching methods are essential, with the scramble method being one promising approach. This pedagogical technique actively engages students in reorganising previously acquired information, fostering improved comprehension and critical thinking skills.

This study explores the implementation of the scramble method in IRE education and evaluates its effects on student learning outcomes. By applying this method, the research emphasises its role in boosting student motivation, enhancing their understanding of IRE content, and supporting memory retention. Findings indicate that the scramble method is effective in improving learning outcomes, offering a dynamic and beneficial alternative for IRE instruction that resonates well with students.

Keywords: Scramble Method, Learning Outcomes, Islamic Religious Education (IRE)

INTRODUCTION

Education has a very important role in preparing quality and highly competitive human resources. According to Law No. 20 of 2003, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Chedivya, 2003).

Islamic Religious Education (IRE) is instrumental in cultivating the character and moral values of students, aligning their development with core Islamic principles. To achieve meaningful comprehension of Islamic teachings, IRE instruction must be delivered effectively. Nevertheless, numerous challenges impede this goal, including students' low motivation, the lack of diverse pedagogical approaches, and difficulties in engagingly presenting material.

Addressing these challenges requires innovative teaching strategies that can capture students' interest and enhance their engagement. The Scramble method offers one such approach. This method involves providing

students with question and answer sheets that include multiple answer options, encouraging active participation and reinforcing understanding (Mukri, 2014). By incorporating the Scramble method, IRE educators can create a more dynamic and interactive learning environment, ultimately supporting students in developing a profound and sustained understanding of Islamic knowledge.

The scramble method not only provides an opportunity for students to actively participate in learning but can also improve their understanding of the material that has been taught. In this way, students are invited to think critically, solve problems, and organise information more creatively. The application of the scrambling method in IRE learning is expected to improve student's learning outcomes, especially in cognitive and affective aspects, such as understanding basic concepts in Islam and the application of religious values in daily life.

This article aims to delve deeper into the application of the scramble method in IRE learning and how this method can improve student learning outcomes. Through this study, it is hoped that practical solutions can be found to increase the effectiveness of IRE learning in schools so that students not only master the material well but also be able to apply Islamic religious teachings in their lives.

RESEARCH METHODS

The research method employed in this study is a qualitative approach, utilising a case study design to investigate the impact of the Scramble learning model on enhancing learning outcomes in Islamic Religious Education (IRE). The study aims to analyse the effectiveness of the Scramble method in promoting student engagement and comprehension within IRE learning. Through the case study approach, the researcher explores the application of the Scramble method in real classroom settings and examines its influence on students' learning achievements.

Data collection techniques include interviews, observations, and documentation. Direct observations were conducted during IRE lessons utilising the Scramble method to assess real-time interactions and engagement. In addition, documentation gathered includes student performance records such as test scores, assignments, and other evaluative measures, as well as supporting documents that provide context to the instructional methods applied. This comprehensive data collection approach provides a nuanced understanding of how the Scramble method contributes to improved learning outcomes in IRE.

RESULTS AND DISCUSSION

1. Research Results

Based on the analysis of data obtained through observation and documentation, the following are the results found related to the application of the Scramble learning method to improve the learning outcomes of Islamic Religious Education (IRE) in the classroom that is the subject of the research:

a. Application of the Scramble Method in IRE Learning

The Scramble learning method is applied in learning IRE material, which focuses on the Let's learn obligatory prayer. The learning process begins with an explanation of the material by the teacher and then the distribution of Student Worksheets (SW) in the form of cards containing questions related to the material that has been studied. Then, students are asked to rearrange the information so that it forms a complete concept. In learning, the teacher provides a brief guide on the learning objectives and how to play Scramble. This activity creates a more active classroom atmosphere and involves students in learning more directly. The phases in the scramble learning method are:

Table 1

PHASE – PHASE	EDUCATOR BEHAVIOR
Phase 1 Convey goals and prepare students	Explain learning objectives and prepare learners for learning
Phase 2 Presenting information	Presenting information Preparing question cards and answers
Phase 3 Organizing students into study groups	Provide explanations to students on how to form a study group and help the group make an efficient transition, as well as distribute question cards and answer cards.
Phase 4 Guiding training	Helping the group study while students are doing their assignments
Phase 5 Evaluate	Testing students' knowledge of learning materials in accordance with learning objectives
Phase 6 Giving awards	Prepare ways to recognize students' efforts and achievements both individually and in groups

(Riris, 2020)

b. Improving Student Learning Outcomes

The learning outcomes of students obtained through test scores at the time of learning before using the scramble method and after using the scramble method showed a significant improvement. Based on the initial results before using the scramble method, the average score of students was still below the Minimum Completeness Criteria (MCC), while after applying the Scramble method, the average score of students increased to above the MCC. This shows that the Scramble method can improve students' understanding of IRE material. This is also corroborated by the results of the researcher's observation during the learning process: students are more active and enthusiastic in learning, so it also affects the improvement of student learning outcomes.

c. Students' Perception of the Scramble Method

Interviews with students reveal that the implementation of the Scramble method has had a positive impact on their engagement and enjoyment in the learning process. Most students reported feeling more active and motivated to participate in lessons, as the Scramble method allows them to interact with the material in a hands-on, game-like format. This approach facilitates a deeper understanding of the content, as students can directly apply the information they have learned. Additionally, the collaborative aspect of the Scramble method, which involves working with peers to organise fragmented information, enhances the learning experience by making it more enjoyable and fostering teamwork skills.



Figure 1

d. Perception of Principals and Teachers on the Application of the Scramble Method

The results of the interview with the principal said that learning with the scramble method makes students more active in learning so that learning becomes more enjoyable, and students understand learning materials faster, which affects the improvement of student learning outcomes. Teachers involved in this study also gave positive responses to the application of the Scramble method. Teachers revealed that this method is effective in helping students understand the material in a more fun and interactive way. Teachers also observed an increase in the activeness of students in the classroom, especially in students who usually do not participate in discussions. Teachers feel that the use of this method provides a variety of learning techniques that can help solve the problem of low student participation in IRE learning.

2. Discussion

a. Analysis of Improving Student Learning Outcomes

The enhancement of students' learning outcomes following the implementation of the Scramble method indicates its effectiveness in deepening students' comprehension of Islamic Religious Education (IRE) material. This finding aligns with constructivist learning theory, which posits that students better understand and retain information when they are actively engaged in the learning process. By involving students in activities that require them to assemble fragmented information, the Scramble method fosters critical thinking, collaboration, and cognitive processing. These elements contribute to a more profound understanding of the material, as students are not passive recipients but active participants in constructing their knowledge.

The Scramble method can also improve students' memory because the information processing process carried out during the game will strengthen their understanding of the material. When learners manage to compile pieces of information into a whole form, they not only learn the concepts but also relate them in a larger context. This process can stimulate higher-order thinking processes that are important in IRE learning, such as information analysis and synthesis.



Figure 2

b. Motivation and Involvement of Students in Learning

One of the main factors for the success of the implementation of the Scramble method is the increase in student motivation and involvement in learning. Previously, some students admitted that they were bored with traditional learning methods that tended to be monotonous, such as lectures and textbook-based teaching. However, the Scramble method provides a variety that makes students more interested in participating. With this game, students feel freer to express opinions and collaborate with their friends. This increases the confidence of students, especially those who have been less active in IRE lessons. This is also corroborated by the results of the researcher's observation that when students are learning more seriously, enthusiastically and actively in learning, this is also in line with the results of interviews with students who admitted that they were more enthusiastic about participating in learning.

c. The Role of Teachers in the Application of the Scramble Method

The role of teachers in the application of the Scramble method is very important in its successful implementation. Teachers not only act as facilitators who provide instructions but also as classroom managers who ensure that students can collaborate effectively. In this study, teachers demonstrated skills in creating an atmosphere that supports the success of this method, such as providing clear direction, facilitating group discussions, and providing constructive feedback to learners during the learning process. Teachers also play a role in identifying groups of students who may experience difficulties during the game and providing support so that they can follow the learning well. This is in line with the scaffolding principle, which emphasises the importance of teacher support to help students achieve a higher understanding.

d. Challenges in the Implementation of the Scramble Method

Although the application of the Scramble method has had a positive impact, some challenges also arose during the study. One of them is the time required to prepare the materials and tools needed for this game. In addition, some students who tend to be more passive feel uncomfortable with methods that require them to interact directly with their classmates. Some students tend to focus more on learning media in the form of picture cards used by teachers. However, these challenges can be overcome with careful preparation and more intensive guidance from teachers. In addition, adapting this method to the needs of the classroom can help minimise existing constraints.

e. Advantages and disadvantages of the scramble learning method

Excess:

- 1) In the Scramble learning model, no student or group member is passive or just silent; this is because each group member has responsibility for the success of his group.
- 2) The Scramble *learning model* makes students more creative in learning and thinking, learning the material more relaxed and without pressure because the scramble learning model allows students to learn while playing.
- 3) The Scramble learning model can foster a sense of solidarity among group members.
- 4) The material provided becomes impressive and always remembered by students.
- 5) The Scramble learning model also encourages students to be more competitive and eager to move forward.

Strength:

- 1) This learning is sometimes difficult to plan because it clashes with students' habits in learning.
- 2) Sometimes, in implementation, it takes a long time, so it is difficult for teachers to adjust it to the predetermined time.
- 3) If the learning success criteria are determined by the ability of students to master the subject matter, this learning will be difficult for teachers to implement.
- 4) This type of game model usually causes a loud noise. This will interfere with adjacent classes (Berliana, 2021).

CONCLUSION

The findings of this study indicate that implementing the Scramble method in Islamic Religious Education (IRE) effectively enhances student learning outcomes. This method fosters an active, enjoyable, and interactive learning environment, encouraging greater student participation and facilitating comprehension of the instructional material. Moreover, the use of the

Scramble method has been shown to increase student motivation and engagement, contributing positively to overall educational achievement.

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