The Application of Scramble Learning Model to Communicative Character and Learning Interests of Elementary School Students

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ABSTRACT

Education plays an essential role in shaping an individual's life. A key factor in achieving educational success is fostering students' interest in learning, which motivates active participation in the teaching process and leads to the desired educational outcomes. This study was motivated by the observed low interest in learning among second-grade PKn (Civic Education) students. The purpose of this research was to analyze the impact of the scramble learning model on students' communicative character and learning interest. Teachers must focus on creating engaging learning activities, understanding learning challenges, and employing appropriate learning models that cater to students' interests. The scramble learning model is highly beneficial for both educators and learners, serving as a roadmap and reference for methodical learning application. This study employed descriptive qualitative methods to explore the effects of the scramble learning model. Results indicated a significant increase in students' learning interest and communication skills. The scramble learning model encouraged students to engage in discussions, exchange ideas, and support one another in understanding and solving problems.

Keywords: *Communication Skills; Scramble Learning Model; PKn (Civic Education) Learning*

ABSTRAK

Pendidikan memegang peranan penting dalam membentuk kehidupan seseorang. Faktor kunci dalam mencapai keberhasilan pendidikan adalah menumbuhkan minat belajar siswa, yang memotivasi partisipasi aktif dalam proses pengajaran dan mengarah pada hasil pendidikan yang diinginkan. Penelitian ini dilatarbelakangi oleh rendahnya minat belajar siswa kelas II PKn (Pendidikan Kewarganegaraan). Tujuan penelitian ini adalah menganalisis pengaruh model pembelajaran scramble terhadap karakter komunikatif dan minat belajar siswa. Guru harus fokus untuk menciptakan kegiatan pembelajaran yang menarik, memahami tantangan pembelajaran, dan menggunakan model pembelajaran yang sesuai dengan minat siswa. Model pembelajaran scramble sangat bermanfaat baik bagi pendidik maupun peserta didik, sebagai peta jalan dan acuan penerapan pembelajaran yang metodis. Penelitian ini menggunakan metode deskriptif kualitatif untuk mengeksplorasi pengaruh model pembelajaran scramble. Hasil menunjukkan adanya peningkatan yang signifikan pada minat belajar dan keterampilan komunikasi siswa. Model pembelajaran scramble mendorong siswa untuk terlibat dalam diskusi, bertukar pikiran, dan saling mendukung dalam memahami dan memecahkan masalah.

Kata Kunci: Kemampuan berkomunikasi; Model Pembelajaran Berebut; Pembelajaran PKn

INTRODUCTION

Education plays a crucial role in shaping an individual's life by fostering essential skills and knowledge. One key factor in achieving educational success is stimulating students' interest in learning, which encourages active engagement in the teaching process and leads to the desired learning outcomes (Putri Br Ginting & Sari Rezeki, 2023). In the context of the Industrial Revolution 4.0, there is a growing need to prepare human resources to meet the demands of this era (Fairuzzabadi, 2021). Higher education institutions are instrumental in this process by enhancing graduates' competencies, particularly in industry-relevant skills and continuous innovation

However, many students, especially in PKn (Civic Education) classes, often show low interest and engagement during lessons. This disengagement can be attributed to several factors, including ineffective teaching methods, lack of motivation, and poor communication between teachers and students. In the 21st century, characterized by the integration of artificial intelligence and robotics into various sectors, human resources need to possess unique skills that machines cannot replicate (Varghese & Musthafa, 2021). The 4Cs—creativity, critical thinking, collaboration, and communication—are essential for thriving in this era (Az zafi & Partono, 2020). To address these challenges, innovative teaching methods such as the scramble learning model can be employed. This model promotes active participation and collaboration among students, enhancing their communicative abilities and learning interest. By integrating group discussions and problem-solving activities, the scramble learning model helps students develop essential skills for the 21st century, including effective communication and critical thinking (Aliftika et al., 2019) (Salim Nahdi, 2019). Teachers must adopt such innovative methods to engage students and make learning more interactive and enjoyable. One such approach is the scramble learning model, which encourages active participation and collaboration among students. This model involves group discussions and problem-solving activities that help students develop their communication and critical thinking skills (Hidayat et al., 2020); (Tioman Aritonang, 2019). The way students approach implementing communication skills is quite successful because students are allowed and dare to express their opinions.

A teacher should be aware of the attendance his students are taking and focus during the educational process. Teachers are the main spearhead of classroom learning and the learning process. Teachers are tasked with assisting students in achieving their learning goals so that they can have the opportunity to improve learning outcomes (Achru, 2019). Teachers play a pivotal role in facilitating the learning process and ensuring that students achieve their educational goals. They need to be aware of their students' attendance and focus during lessons. Teachers often face the challenge of staying creative in their teaching methods, particularly in the rapidly evolving era of technology and information (D.C Karundeng et al., 2023).

According to findings from interviews with teachers at SDN 1 Tulas, many students in PKn classes do not pay attention to their teachers' explanations. This issue is widespread and is influenced by communication breakdowns between teachers and students, leading to boredom and a reluctance to participate actively in class.

Previous research supports the observations that ineffective teaching methods and poor student engagement are common issues in educational settings. For instance, found that a

lack of student motivation, teacher ineffectiveness, and uninteresting teaching techniques significantly contribute to student disinterest and disengagement (Rone et al., 2023). Additionally, studies by Acim et al., (2023) and Runibar, (2022) have shown that innovative teaching methods, such as the scramble learning model, can effectively increase students' interest and participation in class.

The scramble learning model, which emphasizes active participation and collaboration, offers a potential solution to these challenges. By engaging students in group discussions and problem-solving activities, this model helps improve communication skills and fosters a more interactive and enjoyable learning environment. Researchers in this study aim to address the problems identified in the learning process by implementing the scramble learning paradigm, thus enhancing the communicative character and learning interest of students not only at SDN 1 Tulas but also in similar educational contexts.

Lack of student motivation, teacher ineffectiveness, poor knowledge, and boring and uninteresting use of teaching techniques can all contribute to their lack of interest in what they are learning (Reski, 2021). The learning model is very beneficial for both educators and students (Rina Patriana Chairiyani et al., 2023). Learning models can serve as roadmaps and points of reference for educators as they apply learning methodically. Since each learning model is created to help students absorb material more quickly and easily, using appropriate ones can help them learn more efficiently (Joni et al., 2022). The scramble learning model is one of the motivational learning strategies that is believed to be able to increase motivation in students in learning (Fikri, 2020).

The scramble learning model has been shown to be effective in various studies. For example, (Oktavia et al., 2019) found that student learning interest increased from 59% to 91.43% through the application of the scramble learning model. Similarly, Runibar (2022)reported significant improvements in student motivation and participation when using this model. Acim et al., (2023) demonstrated that scramble learning not only boosts learning interest but also enhances critical thinking skills. Putra & Syafrudin (2020) show that observed improvements in students' academic performance and understanding of complex subjects with the implementation of cooperative learning strategies like scramble learning. Firman (2022) highlighted that the scramble learning model facilitates better retention of knowledge and fosters a more collaborative classroom environment. These findings collectively underscore the potential of the scramble learning model to address the widespread issue of student disengagement and enhance the overall learning experience.

Using the scramble cooperative learning paradigm is another approach to solving this problem (Astriani & Sudarma, 2019). Learning cooperative education can improve students' academic performance, help them understand challenging topics, and develop their critical thinking skills (Hartini & Warmi, 2020). When student collaborate to complete academic activities, both the lower and upper groups benefit greatly from cooperative learning. Scramble is on of the few cooperative learning styles. The scramble learning paradigm encourages student to seek solutions and overcome current problems (Putri et al., 2019).

Participants in the scramble learning model, which emphasizes cooperative learning, are provided opportunities to collaborate and depend on one another through academic assignments. This approach helps students from different backgrounds develop mutual respect and enhance their interpersonal skills. Scramble learning equips students with the

communication and teamwork skills necessary for functioning effectively in social environments (Sulfemi, 2019). The primary aim of cooperative learning is to maximize student learning, thereby improving academic achievement and fostering a deep understanding of the material through collaboration and communication (Farida et al., 2017). The novelty of this research lies in its specific application of the scramble learning model to PKn (Civic Education) classes, which has not been extensively studied in previous research.

This study focuses on the specific application of the scramble learning model to PKn classes, aiming to fill a gap in the existing literature. While previous research has demonstrated the general benefits of scramble learning in various subjects, this study examines its impact on communicative character and learning interest in PKn classes. The objective is to provide educators with an effective strategy to address common challenges such as student disengagement and poor communication skills, ultimately contributing to better educational outcomes.

METHODS

Type and Design

This study employs a qualitative research approach, specifically utilizing qualitative descriptive research. This methodology involves researchers actively participating in the study to understand the observed phenomena, including circumstances, conditions, policies, behaviors, and other relevant factors (Sidiq & Moh. Miftachul Choiri, 2019). This approach ensured that the research objectives were met effectively.

Data and Data Sources

The data for this research focused on the influence of the scramble learning model on developing students' communicative character and learning interest. The primary data sources were informants, specifically PKn (Civic Education) teachers and second-grade students from SDN 1 Tulas.

Data collection technique

Data collection techniques in this study are observation, interviews, and documentation. Observation, this technique involved systematically recording the behavior and interactions of both teachers and students during the learning process. Researchers used observation sheets to note specific actions and responses related to the application of the scramble learning model. Interviews, researchers conducted structured interviews with PKn (Civic Education) teachers and class II students at SDN 1 Tulas. The interviews aimed to gather in-depth insights into the participants' experiences, perceptions, and attitudes toward the scramble learning model. Specific questions were designed to elicit detailed information about changes in students' communicative character and learning interest. Documentation, this technique involved collecting and analyzing various documents related to the study. These documents included lesson plans, student work samples, attendance records, and any other relevant materials that could provide additional context and support the findings from observations and interviews.

Data analysis

Data analysis in this study followed a structured process to ensure the accurate interpretation of the collected data. The analysis was conducted using the qualitative content analysis model, which involves several key steps. First, data collection, data were gathered through

observation and interviews, focusing on aspects relevant to the application of the scramble learning model. The researchers meticulously recorded behaviors, interactions, and responses during the learning sessions. Second, data reduction, this step involved summarizing and organizing the collected data. Researchers identified and extracted the main themes and significant points from the raw data. The aim was to condense the data without losing essential information, making it easier to manage and analyze. Third, data coding, researchers assigned codes to various pieces of data based on recurring themes and patterns. Coding helps in categorizing the data into meaningful groups, making it easier to identify trends and relationships within the data. Fourht, data display, the organized data were presented in the form of tables, charts, or matrices. This visual representation facilitated easier comparison and analysis of the findings. For instance, tables might display observation results, interview responses, or documentation findings, highlighting key insights and supporting evidence. Fifth, data interpretation, Researchers analyzed the coded data to interpret the underlying meanings and implications. This involved examining the relationships between different themes and assessing how they align with the research objectives. The interpretation phase aimed to provide a deeper understanding of the impact of the scramble learning model on students' communicative character and learning interest. Sixth, conclusion drawing, based on the interpreted data, researchers drew conclusions about the study's findings. They synthesized the information to formulate coherent and substantiated conclusions, which addressed the research questions and objectives. Seventh, verification, to ensure the validity and reliability of the findings, researchers cross-verified the data through triangulation. This involved comparing data from different sources (observation, interviews, documentation) to confirm consistency and accuracy. By employing this qualitative content analysis model, the researchers systematically processed and analyzed the data, ensuring robust and credible conclusions about the effectiveness of the scramble learning model in enhancing students' communicative character and learning interest.

RESULTS AND DISCUSSION

Observation is a method of data collection that involves keeping track of every event that occurs and documenting it using observation tools regarding the subject to be studied or observed. Teachers and students become the focus of observation. The behavior of teachers and students during the learning process Indonesian observed by the researchers for this study. Records are recorded on the observation sheet provided table 1.

Table 1. Observation Results of Student Learning Activity Observation Sheet

Statement	Yes	No
1. 1. Students enjoy participating in PKn learning	V	
2. 2. Students listen and follow the teacher's instructions.	V	
3. Students pay	V	

attention to the explanation given by the teacher.	
4. Students show activeness during the learning process	V
5. Engaged students answer and react to the teacher's questions.	V
6. Students are interested in participating in PKn learning.	V
7. Students have the courage to speak up and share the results of conversations in writing.	V

The observation results indicate a high level of student engagement and participation in the learning process. All statements received a positive response, indicating that students were enjoying the PKn learning sessions, listening and following instructions, paying attention to explanations, being active, responding to questions, showing interest, and having the courage to speak up and share their work. Students enjoy participating in PKn learning. This positive response suggests that the learning activities were engaging and enjoyable for the students. Students listen and follow the teacher's instructions, indicates that students were attentive and compliant with the teacher's guidance, which is essential for maintaining a productive learning environment. Students pay attention to the explanation given by the teacher, highlights that students were focused and absorbing the information being taught. Students show activeness during the learning process, demonstrates that students were not passively receiving information but were actively involved in the learning activities. Engaged students answer and react to the teacher's questions, reflects that students were thinking critically and interacting with the teacher, a sign of active learning. Students are interested in participating in PKn learning, reinforces that the learning model succeeded in capturing and maintaining student interest. Students have the courage to speak up and share the results of conversations in writing, indicates that students felt confident and comfortable enough to express their thoughts and share their work. The positive outcomes observed—high levels of student engagement, active participation, interest, critical thinking, and confidence—are consistent with the theoretical benefits of cooperative learning models, including the scramble learning approach. These findings confirm that the scramble learning model effectively enhances the learning experience by making it interactive, engaging, and supportive of student development.

Table 2. Observation Results of Teacher Activity Observation Sheet

Statement	Yes	No
1. The teacher begins the study with greetings, greetings, prayers.	V	
2. The teacher checks the attendance of students.	V	
3. The teacher provides perception with questions and answers.	V	
4. The teacher conveys the learning objectives.	V	
5. Students are divided into groups.	V	
6. The teacher distributes question cards and answer cards to carry out scramble learning.	V	
7. he teacher explains the tasks to be done in groups.	V	
8. Students cooperate with each other in completing the tasks given by the teacher.	V	
9. Students ask the teacher if they have difficulties.	V	
10. The teacher checks the time and briefly corrects the student's answer.	V	
11. The teacher tells students to submit assigments immediately.	V	
12. The teacher assesses the answers and student cards whether they match the answers.	V	
13. The teacher motivates students and draws conclusions that have been obtained on learning.	V	

14. The teacher does the closing.	V

The teacher begins the study with greetings and prayers, this indicates that the teacher establishes a positive and respectful classroom environment from the start, setting a welcoming tone for the lesson. The teacher checks the attendance of students, ensures that all students are present and accounted for, which is crucial for monitoring participation and engagement. The teacher provides perception with questions and answers, this step shows that the teacher uses interactive techniques to gauge students' prior knowledge and readiness for the lesson, promoting an active learning environment. The teacher conveys the learning objectives, clearly stating the learning objectives helps students understand what they are expected to learn and achieve during the lesson, providing a focused direction for their efforts. Students are divided into groups, grouping students is a core component of cooperative learning, fostering collaboration and peer interaction, which are essential for active learning. The teacher distributes question cards and answer cards for scramble learning, this indicates the implementation of the scramble learning model, which involves engaging students in an interactive and gamified learning process. The teacher explains the tasks to be done in groups, Providing clear instructions ensures that students understand their roles and responsibilities, facilitating effective group work and task completion. Students cooperate with each other in completing the tasks given by the teacher, this shows that students are actively participating in the cooperative learning process, working together to achieve common goals. Students ask the teacher if they have difficulties, encourages students to seek help and clarification, promoting an open and supportive learning environment. The teacher checks the time and briefly corrects the student's answers, time management and immediate feedback are crucial for maintaining the pace of the lesson and ensuring that students learn from their mistakes. The teacher tells students to submit assignments immediately, this ensures that tasks are completed within the given timeframe, promoting accountability and discipline. The teacher assesses the answers and student cards for accuracy, accurate assessment helps in evaluating students' understanding and provides a basis for further instruction. The teacher motivates students and draws conclusions from the learning, motivation and summarization help reinforce the lesson's objectives and encourage students to reflect on their learning experiences. The teacher does the closing, concluding the lesson formally helps provide closure and ensures that students have a clear understanding of what was covered, and what is expected of them next. The data from Table 2 shows that the teacher follows a structured and comprehensive approach to teaching, incorporating various elements of effective instruction such as establishing a positive classroom environment, using interactive techniques, implementing cooperative learning strategies, providing clear instructions, and offering timely feedback. This structured approach aligns with best practices in teaching and supports the successful implementation of the scramble learning model.

Table 3. Results of Communication Skills and Learning Interest Using the Scramble Learning Model

Statement	Percentage	Description

1. Students enjoy participating in PKn learning.	98%	Very Good
2. Students listen and follow the teacher's instructions.	95%	Very Good
3. Students pay attention to the explanation given by the teacher.	90%	Very Good
4. Students show activeness during the learning process.	97%	Very Good
5. Engaged students answer and react to the teacher's questions.	80%	Good
6. Students are interested in participating in PKn learning.	98%	Very Good
7. Students have the courage to speak up and share the results of conversations in writing.	85%	Very Good

The extremely high percentage indicates that almost all students find the PKn learning sessions enjoyable. This is a positive outcome suggesting that the scramble learning model makes the learning experience engaging and fun for students. A high percentage here reflects that the majority of students are attentive and compliant with the teacher's guidance, which is crucial for maintaining a disciplined and effective learning environment. This indicates that a large proportion of students are focused and actively absorbing the information presented by the teacher, essential for effective learning and understanding of the material. This high level of activeness suggests that students are not just passively listening but are also actively engaged in the learning activities, participating in discussions, and collaborating with peers. While slightly lower than the other metrics, this still represents a strong engagement level, indicating that most students are actively thinking about the material and willing to interact with the teacher during the lesson. Similar to the enjoyment metric, this high percentage underscores that the scramble learning model effectively captures and maintains student interest in the subject matter. A high percentage of students feel confident enough to express their thoughts and share their work, which is indicative of a supportive learning environment that encourages student participation and communication. The data from Table 3 demonstrates that the scramble learning model significantly enhances both the communication skills and learning interest of students. The high percentages across various indicators suggest that students are engaged, attentive, active, and confident in their learning process. This aligns with the goals of the scramble learning model, which aims to create an interactive and

motivating learning environment where students feel comfortable participating and expressing their ideas. These results indicate that the implementation of the scramble learning model in PKn learning is highly effective in fostering a positive and productive educational experience for students.

In learning after giving the material, the teacher distributes cards and answers that have been randomized. Students were also enthusiastic by being marked by carrying out discussions with groups that had been distributed.

Early Learning Activities. Taking action at meetings by praying ensures attendance. Then, instructed the students to sit down. Finally, the teacher begins the lesson by asking questions to aid perception. Give feedback on previous material and encourage students to become passionate learners who pay attention to learning. The teacher then communicates the learning objectives based on the material to be presented.

Learning preparation. Before starting student activities in class, instructors in these activities discuss course information. After the teacher's presentation, students and teachers engage in a question and answer session on the topics discussed. Next, the teacher separates the students into groups, with each group consisting of five individuals. Next, the students noticed the teacher explained what was included in the discussion activity in this way: a task with a scramble learning approach. Next, the teacher gives each group a worksheet shaped like a piece of cardboard. Cardboard is where the products and paper will be distributed. Next, the teacher has prepared a piece of paper with the characters not in order. Next, each student was told to collaborate with his group members to complete the task. The group worksheet is divided into two parts: the questions are in the first box, and the teacher's mixed answers are in the second box.

Concluding activities. Teachers and students will end the learning process by reviewing what has been learned. The instructor then delivered a warm welcome to the class, asked them to pray together, and presented the content to be discussed in the next meeting.

Based on the results of interviews with 10 respondents, it was found that students felt happy and enthusiastic in learning because they usually feel bored because learning if they only use the usual lecture method does not make them actively argue. According to students, PKn learning is just memorizing and seems to only learn from learning books. Therefore, scramble learning helps students to be active and have fun discussions.

The factor that supports scramble learning is where students not only interact with the teacher but interact with other students. Enthusiasm is an important key in cultivating critical thinking skills. PKn becomes fun learning with the scramble method (Anggraeni, 2019).

PKn learning is considered difficult because it is classified as learning that contains values that students may not necessarily understand, especially only based on theories without any connection with everyday life (Magdalena et al., 2020). So, as teachers we must be active and use interesting methods. To encourage better critical thinking skills as a teacher must trigger questions and see the atmosphere of how enthusiastic behavior arises: "Try to find which pair matches the card you are holding and what do the children think?"

From the results of learning students' knowledge before the implementation with questions about PKn material by knowing the value of Pancasila in everyday life still does

not meet the expected results, but after using scramble learning, an increase in the values of critical thinking in learning is obtained.

The indicator of students thinking critically is 4C. The 4C's considered are creativity and innovation, critical thinking and problem solving, collaboration, and communication which can be seen in table 3. Based on respondents' interviews, scramble learning is obtained by solving problems. Problem solving is obtained by not being afraid to face criticism from other friends. "It's exciting, once I can get a good answer which one is good. I came to know that if I was wrong in answering, the teacher would not be angry."

As a teacher, you should not judge the course of the scramble method discussion because it will make students feel afraid and become an obstacle to the implementation of scramble learning. Scramble learning is a method that leads students to dare to express opinions according to their understanding. Although wrong, it is still a learning for students because the learning process and student activity in class need us to appreciate and motivate well.

Students who have an interest in learning are characterized by having enthusiasm in learning in the results of interviews and observations found that students experience enthusiasm in learning. Based on the results of the interview, the following results were obtained: "This learning method is good because I can be active in class, not bored of listening, and not just focusing on paying attention to the teacher."

Interesting learning can improve the cognitive aspect of students marked by increased post-test results. The memorization learning experience is a problem for every student because PKn lessons seem to be only theory, so PKn learning must be packaged in a certain learning model. Interest in learning is characterized by not being bored, not sleepy and active in learning. Scramble learning in addition to increasing communication activity also increases interest in learning. Increasing interest in learning must also be done by teachers by conducting interactive communication and not only using wrong learning methods that seem only concerned with learning without learning objectives. Based on the results of the interview, the following results were obtained: "Usually I am sleepy to learn PKn because the content is written all there are no pictures. I don't want to read a lot of theory, ma'am. However, this time learning is exciting because you use a fight card with other teams so you don't get bored and don't bother reading writing."

Learning must be learning that sees the needs of students and learning, so it can be concluded that scramble learning can meet the needs of students in learning. Learning activity increases and interest in learning also increases with scramble learning.

Table 4. Results of Scramble Learning Model Application

Description	Conclusion
1. Students are attentive to the lesson	Students pay attention during the PKn learning process. Students are not sleepy during the learning process and respond well.
2. Students are excited about the material	Students are very happy when using the scramble learning model.

3. Students are actively involved	Students start asking questions when they are not familiar with the material.
4. Students can conclude	Students can infer the results of scramble learning.
5. Students feel interested	Students are active in the implementation of discussions using the scramble model.
6. Students feel the teacher motivates	Students are given motivation even though they are not right when answering questions and are given appreciation

From data collected through observations, teacher activities, and interviews, it was found that scramble learning improves communication skills. According to Istarani (Hoerudin, 2023), scramble games are a fun way to learn special skills, utilizing randomly generated question and response cards to inspire students to voice their thoughts fearlessly (Manalu & Siregar, 2019). The social interactions encouraged by this cooperative learning paradigm foster effective collaboration, teamwork, and communication among students (Hasmirati et al., 2023). They can discuss ideas, sound views, and work to foster understanding among students in small groups. This can increase students' confidence and increase students' to actively participate in the learning process. One type of learning given in the form of cards is called scramble learning and involves finding response pairs from questions whose answers are placed randomly (Astashina, 2019). According to Shoimin's assessment in (Murti & Reinita, 2020), this concept is considered comparable to child-friendly games that can increase knowledge by offering random sentence questions and response cards. The goal of the scramble learning model is to transform the teacher-centered learning process into a student-centered learning pattern that emphasizes small group student interaction in the learning process. Students showed activeness during the learning process (97%) and had the courage to speak up and share their results (85%). These high percentages indicate that the scramble learning model effectively engages students in communication and participation. Teachers motivated students at the beginning of the lesson and divided classes into heterogeneous groups, ensuring balanced group abilities and promoting interaction (Yusnaldi et al., 2023). While the data indicates positive outcomes, it is essential to recognize potential limitations. For example, the presence of researchers during observations might have influenced student behavior, possibly leading to increased participation that may not be as prevalent in regular classroom settings.

Scramble learning can meet the diverse needs of students, increasing both learning activity and interest. Teachers play a crucial role in presenting material in engaging ways, such as organizing study groups and incorporating games to maintain student interest. The scramble learning model divides students into groups to solve problems and discuss, making the learning process interactive and enjoyable.

Students enjoyed participating in PKn learning (98%) and showed high interest in the subject (98%). These results suggest that the scramble learning model significantly enhances student engagement and motivation. Students reported that the scramble learning approach made learning PKn material more enjoyable and motivating, as they were actively involved in

the process. While the study shows positive results, it is important to consider the specific context. The study was conducted in a particular educational setting with certain cultural dynamics, which may not be generalizable to all student populations. Possible challenges include managing group dynamics and ensuring all students participate equally. In some cases, the scramble model might not be effective for students who prefer structured, individual learning environments. The discussion suggests that scramble learning improves communication skills and interest, but establishing causality in qualitative research requires careful consideration of alternative explanations. The positive outcomes observed may also result from other factors such as teacher enthusiasm or student novelty effects.

Teachers should know how to encourage classes so that students love learning and retain information better. The way the teacher presents the material or teaches it is another factor that affects how well students learn. One way to do this is to organize study groups during conversations. Students can temporarily play in groups. Because children in elementary school want to play all the time. A game must be included in the teaching and learning process so that students are not easily attracted. The scramble learning model is one of them. To encourage student participation, students in the scrambling learning approach are divided into many groups where they collaborate to solve problems and discuss. In addition to being asked to respond to questions during class, students are also expected to quickly find answers in a list of questions randomly selected by the teacher.

Students who are motivated to learn become more diligent and focused during classroom activities, which improves learning outcomes (Imami et al., 2018). One of the main variables that can affect learning outcomes is a student's interest in the subject matter; If students are motivated to learn, this will definitely improve their results. Internal and external influences are two types of elements that might affect a student's enthusiasm for learning. Internal elements include things like physical characteristics and psychological components that might affect a student's desire to learn. External variables include things such as family, school (including facilities and infrastructure, the way instructors are taught), and the community environment, all of which have an impact on students' enthusiasm for learning (Ningsih & Imam Machali, 2022).

As a result, when this scrambling learning technique is used, students engage and do not become bored. This is in accordance with the view (Sartika & Rohani, 2021) which argues that learning activities use models. Students who engage in scramble learning become enthusiastic and engaged students. This happens when students learn equally, which leads to positive emotions and a desire to learn throughout educational activities. Scramble learning aligns with cooperative learning theories that emphasize student-centered approaches and active participation. This model transforms the traditional teacher-centered learning process, fostering a more engaging and interactive environment.

The presence of researchers during observations could have impacted student behavior, potentially leading to increased participation and enthusiasm. Future research should consider this influence and explore ways to mitigate its effects to obtain more naturalistic data. Scramble learning has demonstrated significant potential in improving communication skills and increasing student interest in learning. However, it is crucial to acknowledge the study's context, limitations, and the need for a balanced view of its effectiveness. By situating scramble learning within broader educational theories and considering methodological

influences, we can better understand its impact and applicability in diverse educational settings.

CONCLUSION

Based on the results of this study, it was found that the implementation of the scramble learning model significantly enhanced both the learning interest and communication skills of second-grade students at SDN 1 Tulas. The scramble learning model, characterized by its use of randomly paired question and answer cards, has proven to be an effective cooperative learning strategy. This model encourages students to actively participate, voice their thoughts without fear, and engage in meaningful communication with peers. The findings underscore that scramble learning not only facilitates the acquisition of specific skills in a fun and engaging manner but also promotes critical thinking and problem-solving abilities among students. By fostering an environment of collaboration and communication, this learning model helps students develop essential interpersonal skills and enhances their overall academic performance. Future studies could explore the long-term effects of scramble learning on student engagement and achievement across different subjects and educational levels. Additionally, research could investigate the integration of this model with other pedagogical approaches to further enrich the learning experience and outcomes. In conclusion, the scramble learning model is a valuable tool for educators aiming to improve student interest and communication skills. Its application can lead to a more dynamic and interactive classroom environment, ultimately contributing to better educational outcomes.

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