



The Influence of Scramble Method to Increase Students' Interest in Learning History

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Abstract: The scramble method can help students understand history learning material easily, but not many teachers have implemented it in history learning. The purpose of this research was to find the effect of the scramble method in history learning to increase students' interest in learning history. The quantitative method used is a quasi-experimental non-equivalent control group design and divides the class into two groups, namely experimental and control. This study used a population of class X SMA students in Ambon, with a total sample of 104. The sampling technique used cluster sampling, and data collection used observations, interviews, and instruments. In analysing the test data, the independent sample t-test and the N-gain score test were used to see changes. The results showed that the scramble method in learning had a good influence on increasing students' interest in learning history as evidenced by the independent sample t-test test with a significance value of $0.000 < 0.05$, and the N-gain score test which was included in the medium criteria. The scramble method in history learning is an innovation applied by history teachers so that learning objectives are achieved so that history learning will be more meaningful.

Keywords: history, learning, scramble, interest

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INTRODUCTION

Many students have the assumption that history lessons are less useful because their studies of the past do not have a meaningful contribution to the dynamics and development of the nation (Cahyadi et al., 2022). History lessons are only used as complementary material, coupled with government policies that are increasingly narrowing the space for history learning with the smaller portion of history lesson hours in schools (Rusvitaningrum et al., 2018). It is not surprising that the achievement of students' history lessons tends to be unsatisfactory (Bahri et al., 2021).

History is an important subject for the nation, but the reality is so worrying because of the core values in the process of institutionalization (Ahmal et al., 2022). As a result, teaching and learning history is only used as an empty routine, without meaning, which can give students a negative view of history lessons, as boring lessons, and less interesting (Utomo, 2020). This is certainly a wrong view, a thought that must be directed that the lesson of history has a fundamental meaning for the survival of the nation and state. Throughout history, humans can appreciate all forms of mistakes and try not to repeat them (Laela & Sudrajat, 2020). Knowledge of history will help a person in solving various kinds of problems that occur today (Fadli et al., 2021). Less than optimal history learning, understood separately, and not in the full sense, makes students' learning less interesting (Putri et al., 2021).

The success of students in learning is influenced by several factors, one of which is interest in learning (Salsabila & Aman, 2018). Students are less active, innovative, and critical when learning Indonesian history is taking place, it is shown by the number of students who do not respond to the problems presented by the history teacher in class, so students are generally passive (Setiawan et al., 2020; Mansur & Rafiudin, 2020). In order for students to be active in history lessons, teachers must increase interest in learning and students' attention to interest in history lessons (Barkah & Taufik, 2020). In addition to cooperation with students, teachers must also make efforts to promote students' interest in learning, so that history lessons in the classroom become more attractive to students and do not seem boring, so that the goals of history lessons are fulfilled (Summyadi et al., 2020).

Innovations in history learning are needed by teachers to attract students' motivation and interest in learning history, especially in understanding historical material (Aman, 2019; Nurhikmah et al., 2022). Teachers must be able to lead students to understand historical material in an easier way which is by the abilities of students, as a form of teacher professionalism (Absor, 2020; Setiawan & Suwandi, 2022). Professional teachers are not only required to master learning materials, but also must be able to master all aspects of the learning process, including expertise in the selection of learning methods and strategies to involve active students (Fadli

et al., 2022).

Learning history requires strategies and learning methods that can optimally and effectively achieve your goals. Teachers as classroom designers need to be more creative and innovative in choosing strategies and learning methods (Sopacua et al., 2020). Choosing the right strategies and methods can make the classroom atmosphere more meaningful and keep students engaged and active (Firmansyah & Kurniawan, 2017). Deciding how to study history is not easy. It must be adapted to the learning needs of students (Susanto, 2015). In addition, the focus must also be on transforming the logical meaning of knowledge into a psychological meaning, taking into account the abilities and conditions of the student, for optimal performance in the conduct of learning (Aman, 2013).

Teachers should establish effective history learning methods that create an atmosphere of efficient learning activity and involve students directly in achieving optimally relevant history learning objectives (Rusvitaningrum et al., 2018). Applying the right history learning methods, through innovative and creative learning methods or media choices, has a significant impact on students' interest in history learning (Berkah, 2018). To increase students' interest in history learning, scrambling should be used as an alternative means to make history learning meaningful (Fadli & Sudrajat, 2020).

The scramble learning method is a kind of learning method that creates academic games, increases students' concentration and thinking speed, and makes it easier for students to understand historical materials (Antoko, 2021; Gunawan, 2019). Hidayati (2021) found that the scrambled learning method places students randomly in meaningful arrangements and trains them to creatively design words, sentences, or discourses that may be superior to the original arrangement. I explain that it is possible. Summarizing words, phrases, or discourse activities broadens students' knowledge and enables them to memorize a variety of vocabulary (Fitriyah, 2020).

Scramble is included in the type of game learning method that can be used in history learning. The scramble method is very suitable when applied to history lessons that have the assumption that they tend to be boring because the game method (scramble) will be able to reduce student boredom or boredom in history learning so that students' interest in learning is awakened. Rosanti (2022) explains the application of the scramble, a method that affects students' reading comprehension and interpersonal intelligence. Nurhasanah et al. (2020) also stated that scrambling in history learning influences student activity and learning outcomes. This scrambling method has a great impact on student activity in the learning process, so that learning goals are efficiently and optimally achieved.

Previous research (Fuente et al., 2019; Javed & Khalid, 2018; Rustam & Adli, 2016; Zainudin, 2018; Monawati et al., 2021) found that the scramble method increased students' interest and increased their interest in learning. says it can be increased. Applying the scrambling method to history lessons, teachers can go a long way towards creating a lively atmosphere in the classroom. These studies are relevant to this work as they provide an overview of the implementation of scrambling methods in the learning process. Not many people have studied the scrambling method in history learning. This is a benchmark for revealing the scrambling method when applied to history lessons to increase student learning interest.

The scramble method has an interesting appeal because it is based on a game that can stimulate students' interest in learning history (Bachtiar & Hakim, 2016). The purpose of this research is to comprehensively demonstrate the effect of the scramble method in history education to increase students' interest in history education. By using the scrambling method, students' attitudes and interactions during learning can become more positive, such as cooperation, and mutual respect, and train students' ability to manage themselves to support the learning process. The scramble learning method requires students to be actively involved in the learning process to make students have a higher curiosity about learning history.

METHODS

The research method uses a quantitative design and a quasi-experimental non-equivalent control group design (Sugiyono, 2016). With this method, the effects and differences of the applied teaching methods are analysed, the population is divided into two groups, that is, the experimental class group (which receives treatment) and the control class (not treated) (Djaali, 2021; Rukajat, 2018). These two groups must first be tested before treatment, i.e. pre-test and post-test, the goal is to know the changes between these two groups (Teo, 2014).

The research population of SMA (senior high school) in Ambon, Indonesia, namely SMAN 3 Ambon and SMAN 7 Ambon graduate students, 10 samples and details from 72 experimental classes and 32 control classes were used. The researcher determined the sampling of the material using cluster sampling technique and made several groups which are divided into two groups.

For data analysis, independent-samples t-tests and statistical N-gain score test analyzes were used to determine the effects and differences in results before and after testing. However, before testing the effect of

mixed methods with an independent-samples t-test, you should perform a pretest of ANOVA on your data to determine whether your data analysis can proceed to hypothesis testing. Analysis of variance of data is a test of normality and homogeneity performed so that population data are normally distributed, and comparison groups are uniform, after which hypothesis analysis can be tested.

Analysis of the calculation of the normality test using the Kolmogorov-Smirnov a path model with the hypothesis that the significance value is > 0.05 . Homogeneity test was performed by one-way ANOVA using Levene's test with a significance value > 0.05 . The independent sample t-test test to determine the significant difference in meaning between the significance level of the two classes used was the significance value < 0.05 , while the N-gain score test was used to determine the increase in students' interest in learning history, while the data analysis test was assisted by the SPSS version of the program 26.0.

RESULT AND DISCUSSION

Data analysis has been carried out by dividing into two groups the Experiment class and the Control class. The purpose of this division is to determine the class that gets treatment in the application of the scramble method (experimental class) and the control class that does not use the scramble method, this group division also makes it easier to analyze the data obtained. The results of the data analysis can be seen in the following table:

Table 1. Description of experiment and control class statistics.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	72	61	81	71.00	12.898
Post-test Experiment	72	59	97	82.52	12.592
Pre-test Control	32	52	87	61.06	12.787
Post-test Control	32	59	88	75.22	15.924
Valid N (listwise)	32				

Table 1 explains the number of 72 experimental class students and 32 control class students with a total sample of 104. The average score of the experimental class is 71.00 pre-test and post-test 82.52, for the control class pre-test 61.06 and post-test 75.22. The average score shows that there are differences between the two classes, so the application of the scramble method in history learning affects increasing students' interest in learning history.

The results of the statistical description presented in Table 1 are then analyzed to analyze the pre-test data. Pretests are conducted to find out whether the hypothesis testing can be continued. Analyzing the variance of the data assumes that the population data are normally distributed and that the reference groups are homogeneous. Test of normality and homogeneity was used for analysis of variance of data, Kolmogorov-Smirnov model for normality test and one-way ANOVA model for homogeneous test. The summary results of the tests of normality and homogeneity are shown in Tables 2 and 3.

Table 2. Normality test results

Class	Kolmogorov-Smirnov			Description
	Statistic	df	Sig.	
Experiment	.245	72	.323	Normal
Control	.213	32	.232	Normal

The results of the analysis of the normality test using the Kolmogorov-Smirnov model, the acquisition of a significant value from the experimental class group is 0.323 and the control class is 0.232, then the data from these two classes are normally distributed because the acquisition value of both classes is greater than 0.05 (significance $p > 0.05$).

Table 3. Homogeneity test results

Class	Test of Homogeneity of Variances				Description
	Levene Statistic	df1	df2	Sig.	
Experiment and Control	2.459	1	104	.346	Homogen

The results of the homogeneity test of the control class and the experimental class obtained a significance value of 0.346, so the two class groups were recognized as homogeneous because the two classes obtained a significant value greater than 0.05 (significance $p > 0.05$).

Variants of the data that are normally distributed and homogeneous, then proceed with an independent sample t-test to determine the difference between two odd samples, except whether there are differences between samples and samples using the mixed method. mixed method. which does not, or the traditional method. The following are the results of the recapitulation of the independent sample t-test in [table 4](#).

Table 4. Test results of independent sample t-test

Independent Samples Test							
Levene's Test for Equality of Variances			T-test for equality of means				
Result	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	1.123	.321	3.789	104	.000	6.34556	1.61587
Equal variances not assumed			4.678	71.223	.000	6.97755	1.55797

The results of the independent sample t-test are confirmed by the results of N-strong points, which show that the application of mixed method in learning history can increase students' interest in learning history, which can be seen in [Table 5](#).

Table 5. N-gain score test results

Class	N-gain Score	Criteria
Experiment 1	0.5	Medium
Experiment 2	0.5	Medium
Control	0.2	Low

The results of the N-gain value of experimental classes 1 and 2 were 0.5 with a level (0.3 g 0.7) which was classified as medium. The N-gain score from the control class was 0.2 with a level (g < 0.3) in the low category. These results indicate that there is a significant increase in the acquisition of the average test scores of the experimental class and the control class. The average results of class 1 of the pre-test were 68.00 and the post-test 86.52, the pre-test results of the test 2 were 69.71 and the post-test results were 88.35. the pretest mean of the comparison class was 61.10 and the posttest mean was 71.88. Thus, the results of N-gai scoring explained that the use of mixed method in learning history increases the interest of students in learning history.

The results showed that the application of the mixed method in learning history significantly increased the interest of students in learning history. In summary, the application of learning through the scrupulous method went smoothly and according to the syntax. The Scramble method invites students to participate in learning through play to inspire students to learn history. This can be seen in the case of students who pay more attention to the teacher than in daily learning using the group discussion method ([Fitria & Andriesgo, 2019](#)). In addition, students enjoy learning and participating, diligently observe history learning, and when the teacher explains, students listen, answer the teacher's questions and do the tasks enthusiastically ([Gustiar et al., 2021](#)).

Scramble method in learning history plays a good role in attracting students' attention. The application of the mixed method occurs when groups are divided to complete the tasks given by the teacher, after which the students solve questions together, which are mixed in the order of the answers in a limited time ([Pratama et al., 2022](#)). [Halawa](#) (2021) explained that the advantages of the scramble method are to train students to think fast, smart, and agile, encourage students to learn to work on questions with random answers, and train students to be disciplined with a predetermined working time.

The implementation of the scramble method in history learning can increase students' interest in learning because this method can be used as a pattern in teaching and learning activities in the classroom so that it is by the environment around students. The scramble method trains students' focus to answer questions that have been provided randomly ([Wuryanti, 2022](#)). [Budiyanto and Rahmawati](#) (2020) explains that the scramble method will attract students' attention because it has a game-based learning design, so students are expected to be able to arrange the answer key terms that have been introduced. The existence of question sheets/cards and answer sheets/cards makes the scramble method different from other methods. Because the question sheets/cards and answer sheets/cards can make students think well in finding the right answer ([Sumira et al., 2018](#)). Students can increase their cooperation and responsibility also in study groups, because each student can handle the tasks given by the teacher.

The implementation of the scramble method in history learning is very interesting to be applied by the teacher as reference material when students have a low interest in learning (Ashari et al., 2021). The scramble method is present as a different history learning design because learning is game-based, with games in learning history will certainly attract students' interest in learning so that it does not tend to be boring (Ramadania et al., 2022). With the help of the Scramble method, it is hoped to help teachers achieve the desired learning goals, and history learning is well and meaningfully structured.

CONCLUSION

Implementing the scramble method in history classes is a great way to increase student interest in history classes. This game-based scramble method is so fun and non-boring that students can learn more actively. The effect of the scramble method in history learning can increase students' interest in learning as evidenced by the results of the independent sample t-test hypothesis analysis test with a significance level value of 0.000 and the acquisition of an N-gain score in the medium category, which means that the application of the scramble method is different from the conventional method. This means that the application of the scrambling scheme is different from the conventional scheme. Students' interest in learning history may increase, if not higher, but an increase in test scores taken has been shown. The general implications of this study can be used as a reference for other researchers working on similar topics, but teachers and schools may use scrambled techniques in learning to make the learning process more meaningful and less tedious is recommended.

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