The Influence of Scramble Learning Models and Motivation Learning on the Results of Citizension Education Class V SD Students State 101766 Bandar Setia

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Abstract

Teachers have a duty to encourage, guide and provide learning facilities to achieve goals. Teachers have a responsibility to see everything that happens in the classroom to help student development. Teachers must be able to carry out their duties properly by first having to understand carefully the matters relating to the teaching and learning process, because the success of the learning process is supported by the ability of the teacher to develop and generate activeness and students in the learning process. The research method used is the Quasi Experiment (Quasi Experimental Method) with the research design as the basis for the implementation of the research is to distinguish the influence of the Inquiry method and the effect of conventional methods on learning outcomes of Citizenship Education in terms of high learning motivation and low learning motivation where the treatment class is class Va student and Vb class. The following is presented sequentially descriptive data regarding: (1) Civics learning outcomes students are taught using scramble learning model, (2) Civics student learning outcomes are taught using the expository model, (3) Civics student learning outcomes have high learning motivation, (4) Civics student learning outcomes have motivation to learn low, (5) Civics learning outcomes of students who have high learning motivation are taught with the Scramble learning model, (6) Civics learning outcomes of students who have low learning motivation are taught with the Scramble learning model, (7) Civics learning outcomes of students who have high learning motivation are taught using the expository learning model, (8) Civics learning outcomes of students who have low learning motivation are taught using the expository learning model.

I. Introduction

Education is an important means of improving the quality of human resources (HR) in ensuring the sustainability of a nation's development because education is the main instrument of human resource development. Human resource development is not only based on the quality of a person in mastering a particular skill, but even more so that he can become a desirable person. Humans and education cannot be separated, because education is the key to a human future that is equipped with a mind. Education has an important role in ensuring the development and survival of a nation, because education is a vehicle for enhancing and developing competent and quality human resources.

To form humans to be reliable, knowledge is needed that plays a role in shaping one's character and noble character. This is based on the Regulation of the Minister of National Education Number 22 of 2006 concerning the subject of Citizenship Education (Civics). In accordance with the Regulation of the Minister of National Education Number 22 of 2006 that Citizenship Education (Civics) is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become smart, skilled, and character Indonesian citizens mandated by Pancasila and UUD 1945. For that Citizenship Education is a subject that must be studied at every level of education.

According to Ahmadi (2003) the low quality of education is caused by several factors, namely (1) the education funding factor is still small, (2) the inadequate educational facilities and infrastructure, (3) the curriculum factor that does not support improving the quality of education because it is still too centralized and (4) education management, including the large factor of government bureaucratic interference and the low quality of teachers. Of the five factors causing the low quality of education stated by Ahmadi above, the teacher factor is a very decisive factor, because it is the teacher who plays a direct role in the learning process, namely in the delivery of learning material to students and influencing students to be active in the learning process.

Teachers have a duty to encourage, guide and provide learning facilities to achieve goals. Teachers have a responsibility to see everything that happens in the classroom to help student development. Teachers must be able to carry out their duties properly by first having to understand carefully the matters relating to the teaching and learning process, because the success of the learning process is supported by the ability of the teacher to develop and generate activeness and students in the learning process.

II. Review of Literatures

2.1 The Nature of Civics Learning Outcomes

Citizenship Education (Civics) has a very important role in ensuring the development and survival of an Indonesian state government and advancing general welfare (Simanjuntak, 2020). All activities carried out by humans in an effort to improve themselves or in other words positive human activities are called learning. Learning is a routine activity carried out by humans to live their lives.

According to Slameto (2010: 2) "Learning is a business process carried out by a person to obtain a whole new change in behavior, as a result of his own experience in interaction with his environment". Then according to Muhibbinsyah (2010: 87) argues that "Learning is an activity that has a process and is a very fundamental element in the implementation of every type and level of education. This means that the success or failure of achieving educational goals is very dependent on the learning process experienced by students, both when they are at school or in their own home or family environment. According to Nidawati (2013: 13-28) argues learning is an activity that is in process and is a very fundamental element in any type and level of education. Furthermore Munawaroh (2015: 263-173) also has an opinionlearning has the potential to enhance learning through the process of writing and thinking about learning experiences, is personal and can be used for self-reflection. Learning is an activity for everyone. Learning is often defined as a process of change that can be in the form of developing knowledge, attitudes, skills and students are expected to be able to solve problems or demands in life. Therefore, a person is said to learn when a process occurs in that person which results in a change in behavior. Activities and efforts to achieve behavioral change are a learning process.

2.2 Scramble Learning Model

According to Ariyanto (2016: 134-140) states that the scramble learning model is learning in groups by matching the provided question cards and answer cards. Furthermore, Ahmad (2013: 7-14) suggests that the scramble learning model has 2 steps, namely Scramble is one type of cooperative learning that is presented in the form of a card as follows:

a. The teacher presents the material according to the basic competence to be achieved.

b. Distributing student worksheet (LKS).

According to Istarani (2011: 184) suggests the understanding of the Scramble learning model, namely:

Learning model *Scramble* presenting teaching material through the submission of questions or statements that are incomplete, so that learning participants are called on to complete the statement which is an application of the use of the Scramble learning model. So, in using the Scramble learning model, there are two very important components, namely incomplete questions or statements, namely students are asked to complete the statement so that it is perfect, and the second is to prepare words or sentences that can complement the question or statement so that perfect. This is how teaching materials are delivered to students using the Scramble learning model.

According to Kokom Komalasari (2012: 2) argues that "scramble learning model is a learning model that invites students to creatively seek answers to a question or pair of concepts by arranging randomly arranged letters to form an answer or concept pair" .

According to Kiran Kumar (2010) argues that "this scramble technique is very suitable to be used in learning by using randomly generated question cards which can make students think creatively to compose a perfect randomly arranged question card".

Meanwhile, according to Suyatno (2012: 2) argues that "scramble learning model is a learning method that uses question cards and answer cards that are paired or sorted into a logical sequence. So that students are required to think creatively in learning in the classroom, to be able to sort the words in the answer key into logical words.

Based on the definitions that have been described, it can be concluded that the scramble learning model is a learning model that provides randomized numbered question cards and answer cards that can make it easier for students to find answers and encourage students to learn to work on these questions, and can encourage students to solve problem quickly.

2.3 Expository Model

The expository learning model is a model that is often used by teachers in the field. This can be seen by the dominating use of this model in teaching and learning activities. And that is one of the most dominant characteristics of this model. Because in reality this model is the same as the lecture model which makes the teacher a source of information. Seeing this, the researcher intends to compare the Scramble learning model with this model.

The expository learning model is a direct learning model carried out by the teacher. Meanwhile, students are not required to find material. So that this model can be said to be excellent for teachers, because it has a method that is very well known and familiar to teachers, namely the lecture method. Where in the use of the lecture method, students are considered as white paper, clean and holy. The teacher is in charge of filling in the blanks of the white paper with various knowledge. It's like filling an empty bucket with liters of water.

According to Sanjaya (2010: 179) "Expository is a learning model that emphasizes the verbal delivery process from a teacher to a group of students with the intention that students can master the subject matter optimally. So this model is a form of teacher-centered learning. In this model the teacher plays a very dominant role by teaching the material structurally in the hope that students can master the material.

Meanwhile, according to Roy Killen (in Sanjaya, 2010: 179) implements an expository model with direct learning by the teacher so that it emphasizes the speaking process and is better known as chalk and talk.

From the explanation that has been described, it can be concluded that expository learning is learning that is directly carried out by the teacher, while students are not required to find the material. This is because expository learning is teacher centered learning or active teachers while students only listen to information (passive).

2.4 Learning Motivation

If viewed from the origin of the word, namely motive, motivation can be defined as anything that encourages someone to carry out activities with anything that encourages someone to do certain activities to achieve certain goals. Motivation itself is the whole driving force both inside and outside by creating a certain series of efforts that ensure continuity and provide direction to activities so that the desired goals can be achieved. The statement is supported by Purwanto (2011: 71) which states that "motivation is a conscious effort to influence a person's behavior so that he moves his heart to act to do something so as to achieve certain results or goals".

Motivation arises when it is driven by someone's need for something. Likewise with learning, if someone has a high level of need for learning achievement, the student will try hard to achieve his target even though it is full of challenges.

According to Hasan Afzal (2010) states that "student motivation is one of the requirements for students to excel in the learning process". Meanwhile, according to Nina Isnawati (2012: 79) "motivation is encouragement that comes from students. Motivation also plays an important role in the learning process.

According to Sadirman (2010: 75) states that "motivation is the psychic driving force that comes from within a person to be able to carry out learning activities and increase skills and experiences".

III. Research Methods

This research was conducted in SD Negeri 101766 Bandar Setia. The time of the research was carried out in even Semester. Research time research refers to the syllabus of Civics subjects.

The population of this study were all fifth grade students of SD Negeri 101766 Bandar Setia which consisted of 2 classes totaling 70 students, including class Va consisting of 35 students and class Vb consisting of 35 students.

Table 1. Research Population

No.	Class	The Number of Students
1	Va	22
2	Vb	22
TOTAL		**44**

Considering that this research carried out treatment and the number of classes was only 2 (two classes), the research sample was determined using the purposive random sampling technique, namely from class Va and class Vb, then the determination for the Scramble Learning Model class and the Expository class was carried out by lottery.

In class Va there were 22 students while in class Vb there were 22 students. The total sample size is 44 students. The research subject was taken based on the level of learning motivation that students have in each class. From each class each sample will be taken, namely students who have high learning motivation and students who have low learning motivation.

The research method used is the Quasi Experiment (Quasi Experimental Method) with the research design as the basis for the implementation of the research is to distinguish the influence of the Inquiry method and the effect of conventional methods on learning outcomes of Citizenship Education in terms of high learning motivation and low learning motivation where the treatment class is class Va students. and Vb class.

Before being given the treatment, the researcher especially provided motivation to class Va as many as 22 students and class Vb as many as 22 students whose aim was to make students enthusiastic in the learning process. The treatment was carried out in two experimental classes, namely the class using the scramble learning model and the class using the expository model. The determination of the experimental class was carried out by lottery. Before the teacher taught, they were first given an explanation of the implementation of the treatment they would do. Striving for the same learning environment conditions. This treatment is attempted for 4 (four) meetings, after completion of all topics and a post-test. Then the teacher prepares the subject matter to be given, determines the learning model, resources and teaching aids used. The teacher determines the activities to be carried out in the classroom according to the learning model that will be applied (experimented). Presentation of subject matter for students with the Scramble Learning Model includes: (1) presenting the material or problem; (2) Preparing questions; (3) Give time to work on questions; (4) collect and analyze data; and (6) Making conclusions. While the presentation of lesson material for students using conventional methods includes: (1) preparation; (2) delivery of material; (3) Linking material; (4) To conclude; (5) Applying; (2) Preparing questions; (3) Give time to work on questions; (4) collect and analyze data; and (6) Making conclusions. While the presentation of lesson material for students using conventional methods includes: (1) preparation; (2) delivery of material; (3) Linking material; (4) To conclude; (5) Applying; (2) Preparing questions; (3) Give time to work on questions; (4) collect and analyze data; and (6) Making conclusions. While the presentation of lesson material for students using conventional methods includes: (1) preparation; (2) delivery of material; (3) Linking material; (4) To conclude; (5) Applying.

IV. Discussion

The following is presented sequentially descriptive data regarding: (1) Civics learning outcomes students are taught using scramble learning model, (2) Civics student learning outcomes are taught using the expository model, (3) Civics student learning outcomes have high learning motivation, (4) Civics student learning outcomes have motivation to learn low, (5)Civics learning outcomes of students who have high learning motivation are taught with the Scramble learning model, (6) Civics learning outcomes of students who have low learning motivation are taught with the Scramble learning model, (7) Civics learning outcomes of students who have high learning motivation are taught

using the expository learning model, (8) Civics learning outcomes of students who have low learning motivation are taught using the expository learning model.

Table 2. Description of Student Civics Learning Outcomes Data Taught by Using Scramble Learning Model

Interval Class	Absolute Frequency	Relative Frequency (%)
65 - 71	3	13.6
72 - 78	2	9,1
79 - 85	7	31.8
86 - 92	6	27.3
93 - 100	4	18.2
Total	22	100

Based on the data in Table 2, it can be explained that most of the students were on average 84.32 in the 79-85 interval class with a percentage of 31.8%, then 22.7% were below the class average score and 45.5% above the class average score. Furthermore, the histogram graph of the Civics learning outcomes of students who are taught usingscramble learning model presented in Figure 1.
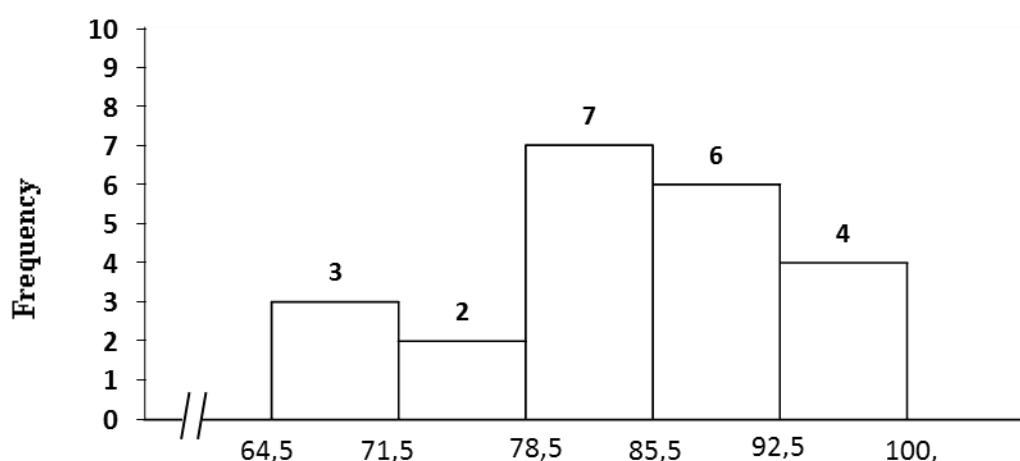

Figure 1. *Histograms of Student Civics Learning Results Taught Using Scramble Learning Model*

Table 3. Description of Student Civics Learning Outcomes Data Taught by Using Expository Learning Model

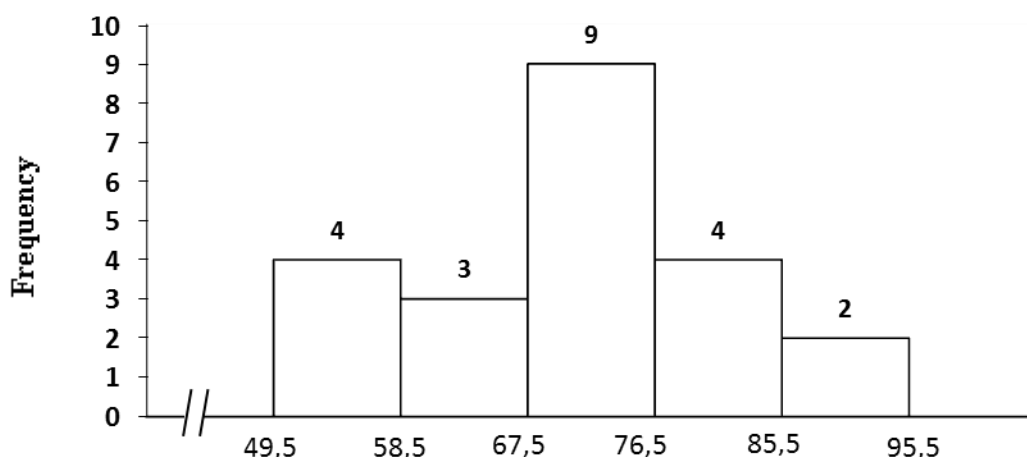| Interval Class	Absolute Frequency	Relative Frequency
50 - 58	4	18.2
59 - 67	3	13.6
68 - 76	9	40.9
77 - 85	4	18.2
86 - 95	2	9,1
total	22	100

***Figure 2.** The Histogram of Civics Learning Outcomes of Students who are Taught Using Expository Learning Model*

Table 4. Description of Student Civics Learning Outcomes Data Have High Learning Motivation

Interval Class	Absolute Frequency	Relative Frequency
55 - 63	1	4,3
64 - 72	4	17.4
73 - 81	8	34.8
82 - 90	7	30.4
91 - 100	3	13.0
total	23	100

Based on the data in Table 4 it can be explained that most of the students' scores were between the average score of 81.30 in the 73-81 interval class with a percentage of 34.8%, then 21.7% was below the class average score and 43.4. % above the class average score. Furthermore, the histogram graph of students' Civics learning outcomeshave high learning motivationpresented in Figure 3.
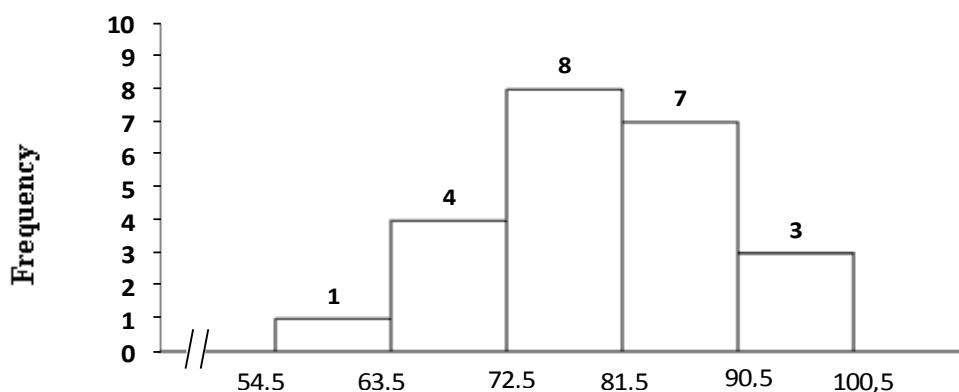

***Figure 3.** Histogram Data of Civics Student Learning Outcomes have High Learning Motivation*

Table 5. Data Description Result Learning Civics Students who have Learning Motivation Low

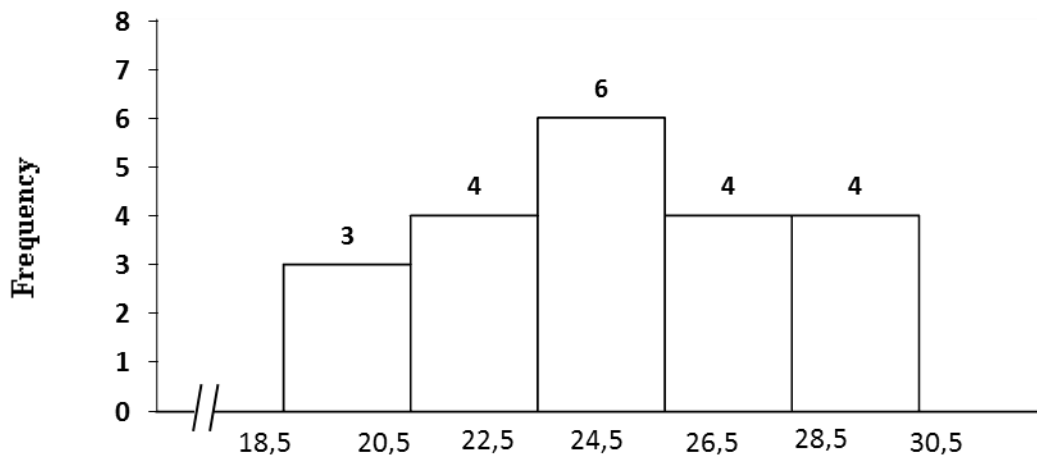| Interval Class	Absolute Frequency	Relative Frequency
50 - 58	3	14.3
59 - 67	4	19.0
68 - 76	6	28.6
77 - 85	4	19.0
86 - 95	4	19.0
total	21	100

Figure 4. *Histogram Data Result Learning Civics Students who have Learning Motivation Low*

Table 6. Result Data Description Learning Civics Students Who Have High Learning Motivation Taught Using Scramble Learning Model

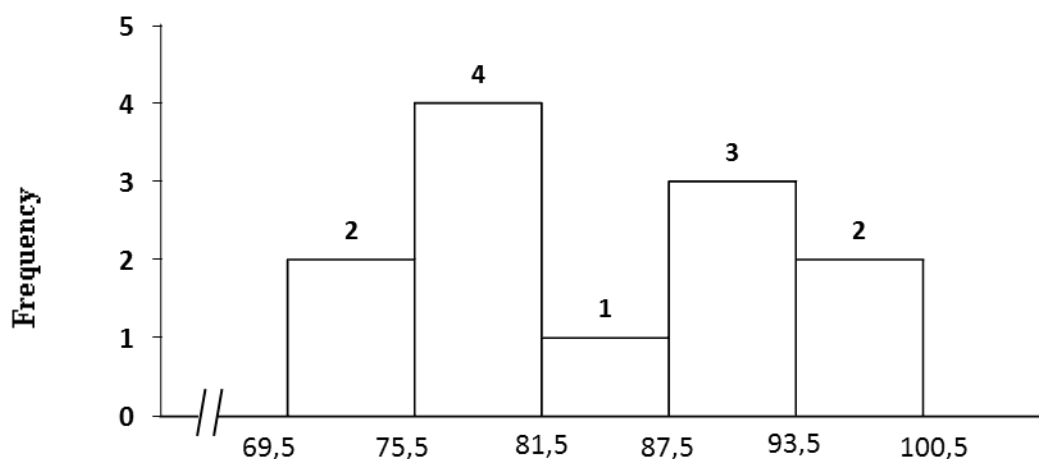| Interval Class	Absolute Frequency	Relative Frequency
70 - 75	2	16.7
76 - 81	4	33.3
82 - 87	1	8.3
88 - 93	3	25.0
94 - 100	2	16.7
total	12	100

Figure 5. *Result Histogram Learning Civics Students who have High Learning Motivation are Taught Using the Scramble Learning Model*

Table 7. Description of Learning Outcomes Data Civics Students who have Low Learning Motivation Taught Using Scramble Learning Model

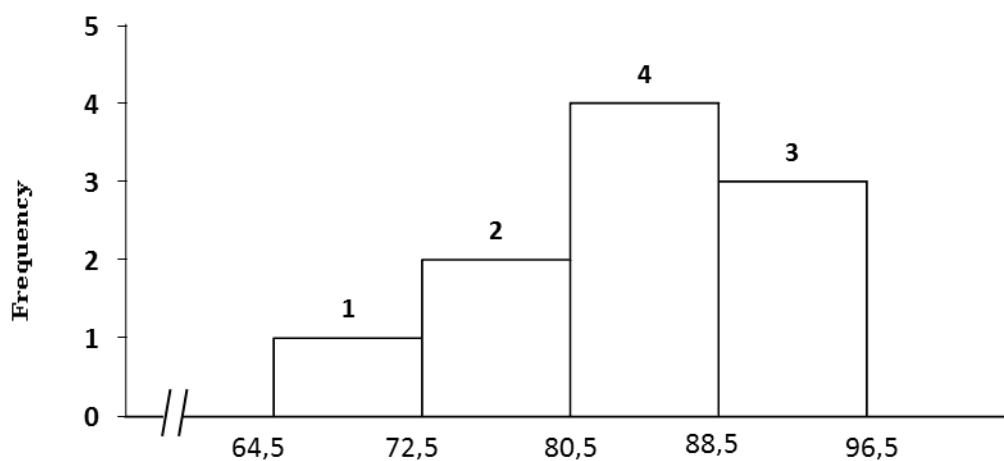| Interval Class	Absolute Frequency	Relative Frequency
65 - 72	1	10.0
73 - 80	2	20.0
81 - 88	4	40.0
89 - 96	3	30.0
total	10	100

Figure 6. *Histogram of Learning Outcomes Civics Students who have Low Learning Motivation are Taught Using the Scramble Learning Model*

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Table 8. Description of Learning Outcomes Data Civics Students who have High Learning Motivation are Taught with Expository Learning Models

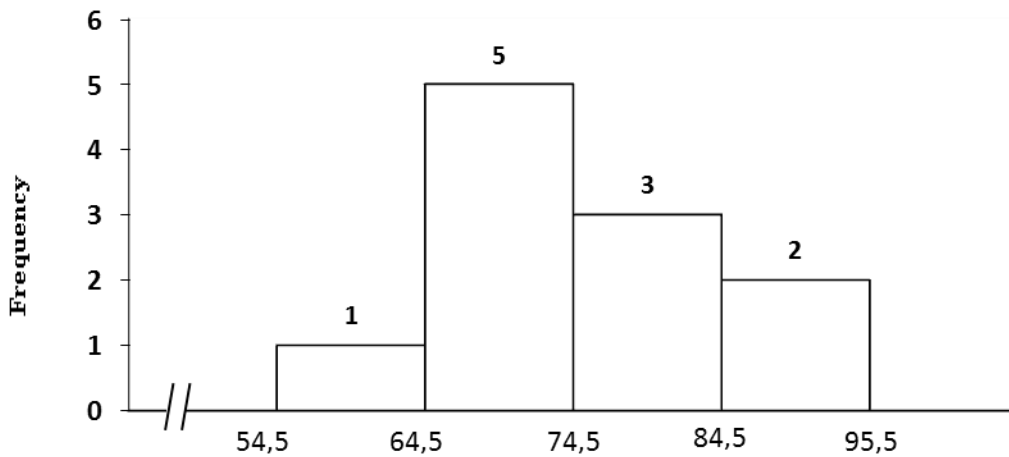| Interval Class	Absolute Frequency	Relative Frequency
55 - 64	1	9,1
65 - 74	5	45.5
75 - 84	3	27.3
85 - 95	2	18.2
total	11	100

Figure 7. *Histogram of Learning Outcomes Civics Students who have High Learning Motivation are Taught Using the Expository Learning Model*

Table 9. Description of Learning Outcomes Data Civics Students who have Low Learning Motivation Taught by Expository Learning Model

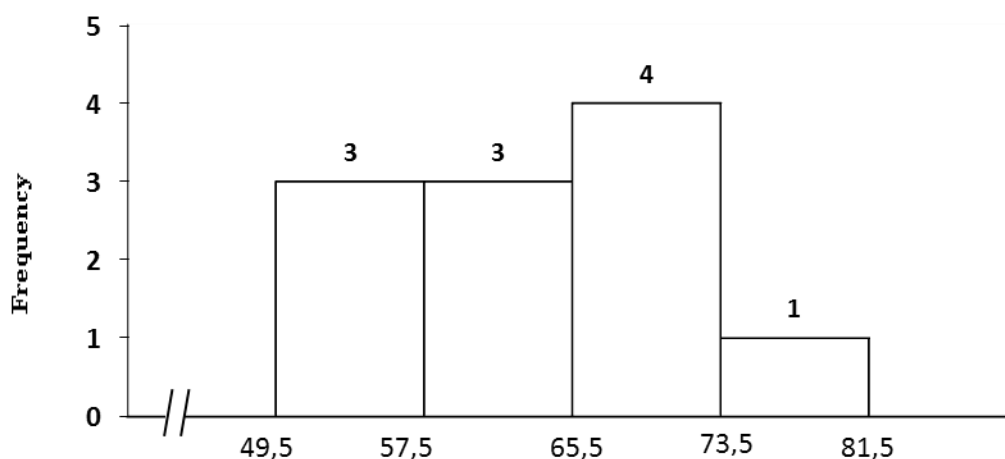| Interval Class	Absolute Frequency	Relative Frequency
50 - 57	3	27.3
58 - 65	3	27.3
66 - 73	4	36.4
74 - 81	1	9,1
total	11	100

Figure 8. *Histogram of Learning Outcomes Civics Students who have Low Learning Motivation Are Taught Using the Expository Learning Model*

Table 10. Recapitulation of Data Normality Test Results

Group Sample	total Sample	Lhitung	Ltabel	Conclusion
I	22	0.089	0.189	Normal
II	22	0.113	0.189	Normal
III	23	0.114	0.185	Normal
IV	21	0.118	0.193	Normal
V	12	0.116	0.242	Normal
VI	10	0.159	0.258	Normal
VII	11	0.143	0.249	Normal
VIII	11	0.161	0.249	Normal

Table 11. Summary of Homogeneity Test Analysis of Civics Learning Outcomes Teaching Students Using Scramble Learning Model and the Expository Model

Sample Group	F_{hitung}	F_{tabel}	Information
Civics learning outcomes students are taught using Scramble learning model and the expository model	1.77	2.08	Homogeneous

Table 12. Summary of Homogeneity Test Analysis of Civics Learning Outcomes of Students with High Learning Motivation and Low Learning Motivation

Sample Group	F_{hitung}	F_{tabel}	Information
Result learning Civics students who have high learning motivation and low learning motivation	1.75	2.10	Homogeneous

Table 13. The Summary of the Analysis of the Interaction Homogeneity Test between Learning Models and Learning Motivation on Students' Civics Learning Outcomes

Sample Group	X^2_{hitung}	X^2_{tabel}	Information
Results of the Interaction Between the learning model and learning motivation on student Civics learning outcomes	0.352	7.82	Homogeneous

The homogeneity test of the interaction between learning models and learning motivation on student civics learning outcomes is used by the Bartlett formula. Based on the calculation of the Bartlett formula, the price is obtained χ^2 count = 0.352 while the price χ^2 table (α = 0.05, 3) = 7.82. Based on this data, it can be seen that the price χ^2 count $< \chi^2$ table. Thus it can be concluded that the data comes from homogeneous variances.

Table 14. Summary of Data Calculation Results Descriptive Analysis

Summary of Data		Learning model		total
		Scramble	**Expository**	
Motivation to learn	**High**	N = 12	N = 11	N = 23
		$\sum X = 1015$	$\sum X = 855$	$\sum X = 1870$
		$\sum X^2 = 86825$	$\sum X^2 = 67675$	$\sum X^2 = 154500$
		$\bar{X} = 84.58$	$\bar{X} = 77.73$	$\bar{X} = 81.30$
	Low	N = 10	N = 11	N = 21
		$\sum X = 840$	$\sum X = 700$	$\sum X = 1540$
		$\sum X^2 = 71400$	$\sum X^2 = 45450$	$\sum X^2 = 116850$
		$\bar{X} = 84.00$	$\bar{X} = 63.64$	$\bar{X} = 73.33$
	Total	N = 22	N = 22	N = 44
		$\sum X = 1855$	$\sum X = 1555$	$\sum X = 3410$
		$\sum X^2 = 158225$	$\sum X^2 = 113125$	$\sum X^2 = 271350$
		$\bar{X} = 84.32$	$\bar{X} = 70.68$	$\bar{X} = 77.50$

Table 15. Summary of 2x2 Factorial ANAVA Calculation Results

Source of Variance	JK	Dk	RJK	Fcount	Ftable	Information
Between Columns	2045.45	1	697.46	7,266		Significant
Between Lines	697.46	1	2045.45	21,309	4.08	Significant
Interaction	396.44	1	396.44	4,130		Significant
Error (Error)	3935.64	41	95.99	-		
TOTAL	7075.00	44	-	-		

Based on the summary above, the hypothesis testing is detailed as follows:

4.1 First Hypothesis

The first hypothesis testing is: there is the influence of the scramble learning model taught to the fifth grade students of SD Negeri 066045 Medan Helvetia on the subject of

Freedom to Organize is higher than students who are taught using the expository model. The statistical hypothesis is:

Ho: μA1B1 = A1B2μ

Ha: μ A1B1> A1B2 μ

From the results of data analysis, it was found that the average Civics learning outcomes of students were taught using scramble learning model amounted to 84.32 and the average Civics learning outcomes of students who were taught using the expository model of 70.68. Based on Anava calculations obtained F count 7.266 while the F table value is 4.08 so that Ho is rejected. Thus it can be concluded that there isthe influence of the scramble learning model taught to grade V SD Negeri students 101766 Bandar Setia on the subject of freedom of organization higher than students who are taught with the expository model proven truth.

4.2 Second Hypothesis

The second hypothesis testing is: There is an effect of scramble and expository learning models with high learning motivation and low learning motivation on learning outcomes of fifth grade students of SD Negeri101766 Bandar Setia on the subject of Freedom of Organization. The statistical hypothesis is:

Ho: μB1A1 = B2B2μ

Ha: μ B1A1> B2B2 μ

From the results of data analysis, it was found that the average Civics learning outcomes of students who had high learning motivation was 81.30 and the average Civics learning outcomes of students who had low learning motivation was 73.30. Based on the ANOVA calculation, it is obtained that the F count is 21.309 while the F table value is 4.08 for dk (1; 41) and the real level is 5%, it turns out that the F count is 21.309> Ftable 4.08 so that H0 is rejected. Thus it can be concluded that there isthe influence of Scrambel and Expository learning models with high learning motivation and low learning motivation on learning outcomes of fifth grade students of SD Negeri 101766 Bandar Setia on the subject of Freedom of Organization proven truth.

4.3 Third Hypothesis

Testing the third hypothesis, namely: there is the interaction between the Scramble Learning Model and the expository with student learning motivation towards the Civics Learning Outcomes of Class V SD Negeri Students 101766 Bandar Setia on the subject of Freedom of Organization. The statistical hypothesis is:

Ho: A> <B = 0

Ha: A> <B ≠ 0

Based on data analysis, it was found the average value Civics learning outcomes of students who have high learning motivation are taught with the Scramble learning model amounted to 84.58 and on average Civics learning outcomes of students who have low learning motivation are taught with the Scramble learning model amounting to 84.00. then the average student learning outcomeswho have high learning motivation which is taught with the expository learning modelamounted to 77.73 and the average student learning outcomes who have low learning motivation taught by the expository learning model amounting to 63.64.

Based on the Anava calculation, it is obtained F count 4,130 while F table 4.08 for dk (1; 41) with a real level of 5%, it turns out that the value of F counts 4,130> F table 4.08 so that Ho is rejected. Thus it can be concluded that there isthe interaction between the Scramble Learning Model and Student's Motivation on Learning Outcomes of Civics

Class V SD Negeri Students 101766 Bandar Setia on the subject of Freedom of Organizationproven truth. Complete calculations can be seen in Appendix 14.Following this interaction can be presented in Figure 9.
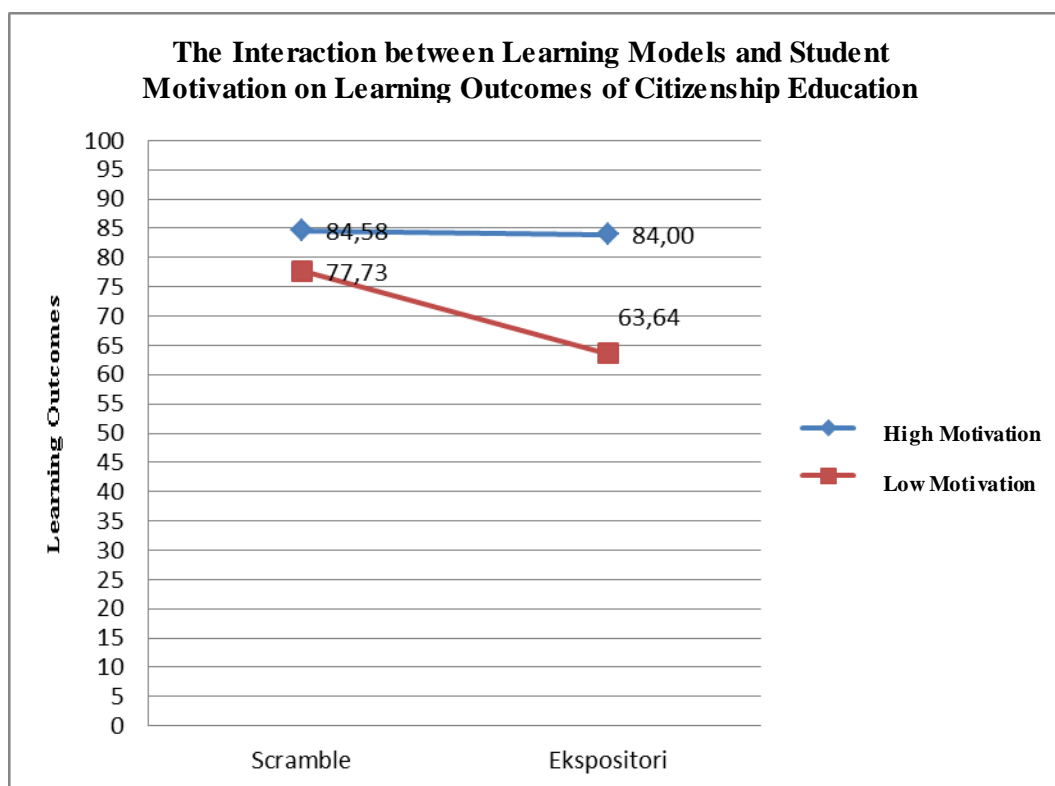

Figure 9. *The Interaction Between Learning Models and Learning Motivation Against Student Civics Learning Outcomes*

Table 16. Summary of Advanced Tests

No.	Group	Scheefe test	
		Fh	Ft = 0.05
1	A1B1 with A2B1	2.81ts	2.94
2	A1B1 with A2B2	26.23 *	2.94
3	A1B1 with A1B2	0.02ts	3.10
4	A1B2 with A2B1	2,15ts	3.14
5	A1B2 with A2B2	22.63 *	3.14
6	A2B1 with A2B2	11.38 *	2.98

Information:
* =Significant
ts =Not significant
A1 =Scramble learning model
A2 =Expository learning model
B1 =High learning motivation
B2 =Low learning motivation
A1B1 =Learning outcomes of students who have high learning motivation using the Scramble learning model

A1B2 = Student learning outcomes are have low learning by using the Scramble learning model

A2B1 = learning outcomes of students who have high learning motivation using the expository learning model

A2B2 = Learning outcomes of students who have low learning motivation using the expository learning model

V. Conclusion

Based on the results of hypothesis testing as described, this study concludes that:

1. Student Civics learning outcomes with the Scramble learning model are higher than the Expository learning model. Students who are taught using the Scramble learning model are higher than the Expository learning model in the same subject matter, namely the average learning outcomes obtained using the scramble learning model are 84.32 higher than the learning outcomes using the expository learning model of 70.68.

2. The learning outcomes of students who have high learning motivation are better than those of students who have low learning motivation. Students who have high learning motivation get better learning outcomes than students who have low learning motivation in the same subject matter. The average learning outcome of students who have high learning motivation is 81.30 higher than the average score of students who have low learning motivation 73.30.

3. There is an interaction between the Scramble learning model and learning motivation in influencing Civics learning outcomes. For students who have high learning motivation will be more effective in improving Civics learning outcomes if they use the Scramble cooperative learning model, while for students who have low learning motivation it is more effective in improving PPKN learning outcomes using the Expository learning model.

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