

Original Article

Penerapan Model Pembelajaran Kooperatif Tipe *Scramble* Berbantuan Media *Couple Card* (CORD) terhadap Motivasi Belajar Sejarah Kelas X IPS MAN 2 Bireuen

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Abstract: This research aims to determine the application of the scramble model assisted by couple card media in history learning in class X IPS MAN 2 Bireuen and to determine the learning motivation of class This research uses a qualitative approach with descriptive research type. The subjects in this research were all students of class X IPS MAN 2 Bireuen, totaling 25 students. The data collection technique in this research uses observation and questionnaires. Based on the results of the research that has been carried out, it is known that (1) the results of observing teacher and student activities in the implementation of learning are 95.5% in the very good category. (2) Students' motivation towards the scramble model assisted by couple card media in history learning in class X IPS MAN 2 Bireuen that is 44.75% answered strongly agree, 22.5% answered agree, 13.25% answered disagree, and 19.5% answered strongly disagree with the very good category. So it can be concluded that in the process of implementing the scramble model assisted by couple card media, it can increase motivation to learn history.



<https://jim.usk.ac.id/sejarah>

Keywords: Learning Motivation, Scramble Model, Couple Car

Introduction

Advancements in a nation are closely related to the quality of human resources, and the quality of human resources depends on the quality of education. Education plays a crucial role in creating intelligent, morally upright individuals and in honing the skills needed in the future. This is necessary so that the education obtained can be beneficial for both oneself and the nation. Education is a process where individuals develop abilities, attitudes, and forms of behavior in society. The existence of education is expected to produce quality individuals capable of contributing to the nation's development.

One of the successes in education is influenced by teachers as educators and the characteristics of the students themselves. Therefore, teachers have the task of guiding and assisting students in learning by creating activities that can foster and enhance students' motivation. Motivation is a strong tendency or desire towards something. Motivation greatly influences the quality of students' learning outcomes. There are several factors that influence someone's motivation, including internal and external factors. Internal factors are factors from within such as physical, health, physical disabilities, psychology, intelligence, attention, talents, and readiness. Meanwhile, external factors are factors from outside such as family factors, including how parents educate, economic conditions, family member relationships, home atmosphere, parental understanding, and cultural background. Not only that, school factors also become external factors that influence students such as teaching methods, curriculum, teaching aids, and school discipline (Uno, 2021:47).

Based on the initial observations at MAN 2 Bireuen conducted on November 26, 2022, researchers found issues such as students lacking motivation to participate in the learning process. This is evident from students' lack of focus when the teacher explains the lesson material; many students talk in class and do not pay attention, with only a small portion of students listening to the teacher's explanation while the rest engage in activities outside of learning. Another issue arises when students feel bored with the teacher's lecture-style delivery without involving students in discussions. The lack of innovation in teaching results in suboptimal learning processes. Therefore, there is a need for teaching aids to optimize the learning process by providing learning media, teaching models, or engaging in enjoyable activities during the learning process. This condition requires attention from teachers to create engaging teaching and learning activities for students.

The lack of engaging media that can make history lessons more enjoyable is also evident. Additionally, during observations, many students still fail to pay attention and listen to the teacher's explanation. Students frequently enter and exit the classroom, and some students rarely ask for permission to use the restroom, while others do not attend class during history lessons.

One solution to boost students' enthusiasm for learning history is by using the cooperative learning model of Scramble assisted by Couple Card media, with the hope of increasing students' learning motivation.

Based on these descriptions, the researcher is interested in conducting further research with the title "Implementation of Cooperative Learning Model Scramble Assisted by Couple Card Media (CORD) Towards History Learning Motivation in Class X IPS at MAN 2 Bireuen".

Research Objectives:

The research aims to determine the implementation of the Scramble learning model assisted by Couple Card media in history learning for students of class X IPS at MAN 2 Bireuen, and to assess students' learning motivation in history learning using the Scramble learning model assisted by Couple Card media.

Method

This research adopts a qualitative approach, which is used to understand or describe the reality of the phenomena under study, thus facilitating the acquisition of objective data. According to Sugiyono (2021:25), qualitative research method is based on post-positivism philosophy or interpretivism. It is used to investigate natural object conditions, where the researcher serves as the key instrument, and data collection techniques are conducted through a combination of observation and documentation.

The type of research is descriptive research. According to Abdullah (2018) in his book, descriptive research is a depiction designed to obtain information about the status or phenomena regarding a specific population or area, or to map facts based on a specific perspective (a certain framework of thinking during the research). The conclusion descriptions are based on processed data, not overly deep. Most of the data processing is

based on percentage analysis and trend analysis. The researcher uses this descriptive method because the researcher will examine and study the application of the Scramble learning model assisted by Couple Card media in history learning for class X IPS at MAN 2 Bireuen.

In this study, initial observations are conducted before the implementation of the Scramble learning model assisted by Couple Card media. The aim is to observe student activities before the research and to identify the problems existing in the research target so that the researcher can provide appropriate solutions to address the problems and then use them to implement the solutions.

After the initial observations (pre-research), which involve direct observation and data collection through student learning motivation observation sheets based on learning motivation indicators, further observations are conducted using the Scramble learning model assisted by Couple Card media to assess its impact on student learning motivation. This observation is carried out by directly observing and collecting data through student learning motivation observation sheets based on learning motivation indicators. The researcher compares the research results using pre-research observation sheets with those after the research. The measurement scale in assessing these observation sheets will be guided by the Likert scale, as shown in the table below:

Tabel 1 Penilaian Lembar Observasi

| Keterangan | Skor |
|---------------------|-------------|
| Sangat Tidak Setuju | 1 |
| Tidak Setuju | 2 |
| Netral | 3 |
| Setuju | 4 |
| Sangat Setuju | 5 |

Sumber: ([Sugiyono, 2021:168](#))

Questionnaire (survey) is a data collection technique conducted by providing various forms and written statements to respondents to be answered. The questionnaire is used to measure students' responses to the cooperative learning model called Scramble assisted by Couple Card media in history lessons, especially historical material.

Tabel 2 Skala Likert

| Pernyataan | Kode | Skor Butir Positif | Skor Butir Negatif |
|---------------------|-------------|---------------------------|---------------------------|
| Sangat Setuju | SS | 4 | 1 |
| Setuju | S | 3 | 2 |
| Tidak Setuju | TS | 2 | 3 |
| Sangat Tidak Setuju | STS | 1 | 4 |

Sumber: ([Sugiyono, 2021:168](#))

The instrument used to measure this variable employs a Likert scale with a range of 1-4, where 1 represents a negative response. In this study, a questionnaire is conducted to collect data and assess students' responses to the use of the cooperative learning model called Scramble assisted by Couple Card media in history subjects. The questionnaire will be distributed to all students. Additionally, the observational research data will be analyzed using the percentage formula:

$$P = \frac{F}{N} \times 100\%$$

Sumber: [Sudijono\(Wibowo,2019:133\)](#)

Keterangan

P:AngkaPresentase F: Frekuensi

N:JumlahFrekuensi

Result

Analysis of the Implementation of the Scramble Assisted by Couple Card Media Model in History Learning for Class X IPS Students at MAN 2 Bireuen

This research explains the learning process using the Scramble learning model assisted by Couple Card media. The entire teaching and learning activities were observed by an observer to assess the success of the implementation of the Scramble assisted by Couple Card media model used in the history learning media for class X IPS students at MAN 2 Bireuen. These observations were conducted from the beginning to the end of the learning process through observation sheets. Overall, the implementation of history learning activities using the Scramble assisted by Couple Card media model has been successful.

Based on the analysis obtained from the observation sheet scoring data, it can be seen that each indicator in the observation sheet yielded good results. In the first indicator, which is the introduction to participating in learning, the score was 23 out of 5 statement items. In the second indicator, which is the core process of implementing the Scramble assisted by Couple Card media model, the score was 53 out of 11 statement items. In the third indicator, which is the conclusion, the score was 10 out of 2 statement items. The total score for all three indicators was 86, and based on the percentage calculation from this score, it amounted to 95.5%, categorized as very good. According to [Mulyasa \(Wibowo 2019:134\)](#), learning is considered successful and of high quality if all or at least the majority (80%) of students are seen to be actively engaged, both physically, mentally, and socially, in learning. Therefore, it can be concluded from the above opinion that the learning process with the implementation of the Scramble assisted by Couple Card media model has met the steps and learning achievement indicators well.

Analysis of Students' History Learning Motivation in Class X IPS at MAN 2 Bireuen Using the Scramble Assisted by Couple Card Media Model

In this study, motivation for learning history was measured twice. The first measurement was conducted to determine students' motivation for learning history before the specific implementation of the Scramble assisted by Couple Card media model. During the first measurement, 24.37% of students strongly agreed, 49.06% agreed, 25% disagreed, and 1.57% strongly disagreed. With a total score of 951, the percentage score obtained was 74.29%, categorized as good.

The second measurement of students' motivation for learning history was conducted using the Scramble assisted by Couple Card media model. In the second measurement, good results were obtained, with 44.75% of students strongly agreeing, 22.5% agreeing, 13.25% disagreeing, and 19.5% strongly disagreeing. With an overall score of 1,412, the percentage score obtained was 88.25%, categorized as excellent.

Based on these two measurements, it can be concluded that the implementation of the Scramble assisted by Couple Card media model in enhancing motivation for learning history among class X IPS students at MAN 2 Bireuen is a good alternative. The use of the Scramble assisted by Couple Card media model has successfully increased students'

motivation for learning history by 13.96% from an initial motivation of 74.29% to a good category of 88.25%. This is in line with the opinion of Suhardi (2019:448), who stated that the learning process is considered successful when there is a change in behavior leading to improvement, in this case, the increased motivation for learning indicating a positive change.

Based on the explanations provided, it can be concluded that the implementation of the Scramble assisted by Couple Card media model can enhance students' motivation for learning history in class X IPS at MAN 2 Bireuen, and the research results indicate that there is a difference in history learning motivation before and after the implementation of the Scramble assisted by Couple Card media model in history subjects.

Conclusion

Based on the research findings regarding the implementation of the scramble model assisted by couple card media in the history subject in class X IPS MAN 2 Bireuen, it can be concluded that:

Firstly, the implementation of the scramble model assisted by couple card media in class X IPS MAN 2 Bireuen has been carried out well in accordance with the steps of the model. This is evident from the observation results of teacher and student activities during the learning process, which achieved 95.5% in the very good category.

Secondly, the students' motivation to learn history through the use of the scramble model assisted by couple card media is categorized as very good. This is evident from the behavior of students during the learning process, where they showed interest, enthusiasm, and motivation to participate in learning with the presence of the model. The results of the questionnaire distributed to the students also indicate that the majority of students approve of the use of this model, with 44.75% opting for "strongly agree" and 22.5% for "agree." The option "disagree" only reached 13.2%, while "strongly disagree" was 19.5%.

Rekomendations

Based on the research findings and discussions presented earlier, the following recommendations are proposed:

1. For students, it is advised to cultivate and develop a desire to succeed in learning to enhance their understanding of the subject matter and improve their performance in completing assignments given by teachers.
2. For teachers, it is recommended to explore and implement various teaching models and media to encourage students' motivation in history subjects.
3. For future researchers, it is suggested to conduct research more rigorously, both in data collection and observation, to obtain data that truly represents the conditions during the learning process.

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