



## **Increasing Mutual Cooperation Values Using the *Scramble Method* in Class X Students of SMA Negeri 1 Palu**

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### **Abstract**

This class action research was carried out in class . with the aim of improving students' mutual cooperation skills during the learning process using the scramble type cooperative model, this type of research is descriptive quantitative, in the initial test students get a score of 2.65 or 66%, during the learning process it is seen that students still need to increase in collaboration and also communication/discussion of the problems being faced, in the implementation of the first cycle students see an increase in students who are able to discuss and exchange opinions to agree on joint decisions. The results of the student mutual cooperation skills questionnaire increased to 3.16 or 79%, the shortcoming in the first cycle was that the coordination of group members in compiling keywords still needed to be improved, in the second cycle changes were made to student activities in compiling keywords where the group leader was appointed to coordinate group members in the process of compiling keywords, the results of the second cycle questionnaire showed an increase to 3.54 or 88%.

**Keywords:** Mutual cooperation, Scramble, Cooperative

### **Introduction**

Education is one of the sectors that receives special attention by the government considering that changes in times are happening so quickly, through activity programs and various policies that are made with the aim of improving the quality of education. In accordance with the principles given by Ki Hajar Dewantara regarding the nature of nature and the nature of the times, where natural nature is related to the "nature" and "form" of the environment in which children are, and nature is technology or global habits in individual development.

Ki Hadjar Dewantara's concept of the *among system* states that the *among system* which has a family spirit has 2 basics, first, the nature of nature as a condition for development as quickly and as well as possible; secondly, independence as a condition for

animating and mobilizing the child's inner and outer strength so that they can have a strong personality and be able to think and act independently (Suparlan, 2016).

The curriculum exists as a guide for mid-career teachers. The curriculum has undergone various changes as a form of adaptation to a dynamic era (Suparlan, 2016). The curriculum must continue to be developed and refined so that it is in line with the pace of evolution of science and technology and the development of society. It is not surprising that curriculum development and implementation in Indonesia continues. The latest curriculum development is the Merdeka Curriculum, previously the 2013 Curriculum (Khoirurrijal et al., 2022).

The Pancasila Student Profile is in accordance with the vision and mission of the Ministry of Education and Culture as stated in the Ministry of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. The Pancasila Student Profile is a reflection of Indonesian students who have global competence and act in accordance with Pancasila values, which have six main characteristics : faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical and creative reasoning. The Pancasila student profile could be the right answer to building skills that suit the soul and heart of each individual. Pancasila Student Profile: "Indonesian students are lifelong learners who are competent, have character and act in accordance with Pancasila values." (Kholifatunauroh et al., 2023)

It is unfortunate that in the last five years academic studies and publications on mutual cooperation practices are still difficult to find (Mulyatno & Yosafat, 2022). There are various positive values that can be achieved by practicing mutual cooperation, both in general society and at school. Specifically, the positive impact of mutual cooperation practiced in schools can be seen in two important aspects, namely mutual cooperation which is useful for academic success and mutual cooperation which is useful as a provision for cultivating students' mentality in the present and future. (KEMENDIKBUD, 2017). Therefore, the mutual cooperation aspect was chosen for further research in the students' learning environment.

Observations show that Class During the learning process and instilling the values of the Pancasila student profile, students have acquired several values in the Pancasila student profile, such as having faith, being devoted to God Almighty and having noble character, global diversity, and independence, but in the aspects of mutual cooperation, critical reasoning and creative, students still need to be strengthened through activities in the learning process.

Observations and approaches to students during the group learning process where only a few students are working on the Student Activity Sheet (LKPD). These students are usually students who are classified as achieving or have more ability than other students, with the reason that it will take less time to work on the LKPD , so that other students will feel that they are not contributing enough to the group so that cooperation or mutual cooperation will not be created in the group learning process.

The learning used is learning cooperative model, cooperative learning is able to achieve the desired goals in the learning process (PERMENRISSETDIKTI, 2015). The cooperative model is able to support 21st century learning because it prioritizes collaboration/cooperation (Priyanti, 2019). Cooperative learning is carried out by forming small groups and then these small groups will work together to solve a problem being faced during the learning process (Sulisto & Haryanti, 2022). As for indicators in measuring mutual cooperation skills include, among others attitudes and behavior that value cooperation in

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solving common problems, by establishing interactions and friendships, helping each other and providing assistance to people in need. Aspects of mutual cooperation skills include mutual assistance, respect for cooperation, solidarity, commitment to joint decisions, inclusiveness, deliberation for consensus, empathy, anti-discrimination, anti-violence, and volunteerism (KEMENDIKBUD, 2017 (KEMENDIKBUD, 2017)).

The scramble-based collaborative learning model process begins by dividing students into several groups, then the teacher distributes question sheets and answers to each group. The question cards are intact, but the answer sheets still have gaps or are irregular, so students work in groups to arrange parts of the word into complete and correct sentences, by looking at the question cards of course (Sudarmi & Burhanuddin, 2017). The scramble type cooperative learning model can create an interesting atmosphere in learning, because students are faced with questions in the form of random word games, so that it can encourage student creativity and cooperation in groups (Siti (Siti Memunah et al., 2019). In the results of learning using the scramble strategy, benefits were found, namely that it could increase the sense of togetherness in the group. Apart from the advantages, there are also disadvantages, namely the long hours required so it is difficult for teachers to adapt to the time given. Several indicators were also found that were more prominent when the Scramble strategy was applied, namely students contributed their energy and opinions, students did not fight, students were responsible and the task was completed. completed on time. (Lestari, 2020).

### **Literature Review**

Mutual cooperation as noticed Pancasila . Discussion aim For answer frequent questions \_ appear in public How apply Pancasila in interaction social life everyday . One \_ praxis Pancasila in relation social life public is mutual cooperation And social capital values . Description This aim show that culture mutual cooperation as A moral values (values) have root philosophical in study academic . Showed that in culture mutual work together attached the necessary social capital values For progress And welfare society . Third , review in a way short situation interaction social public contemporary (Effendi, 2016) .

Mutual cooperation is form real from culture that occurs from interaction social public And become need man Good individual And society . Interaction social is action taken \_ by two people or more Where every perpetrator each other influence And own intention each . Interaction social happen only fellow man Good in a way direct or No straight away . Life man No can regardless from interaction social And mutual cooperation is necessary thing \_ preserved Because have positive impact \_ ( Kurniawan & Tinus , 2019) . Underlying factors \_ interaction social including imitation \_ that is something action man For copy Act sell it , Budi character , as well the attitude of other people around him , family is beginning for the imitation process . Imitation process This Can leads on matter Good And Also Can on matter bad , p This caused by environment or the actions of others are imitated . Suggestion is influence from someone who gives view And follow him in attitude And behavior . Recipient suggestion accept And operate without do identification ( Derung , 2019) .

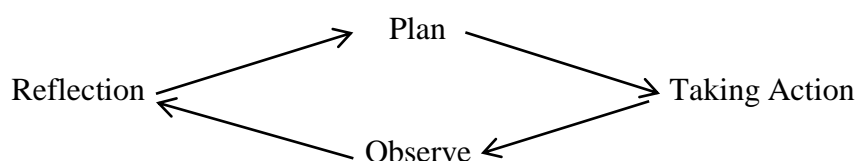
Ability read beginning is base For control read continue . In read beginning there is activity vocalize symbols language . In learning reading , participants educate No just sued For vocalize symbols language , but rather Also He must Can put forward return fill discourse that has been read . This thing form pertinent questions \_ \_ \_ fill in symbols Language that , usually form simple discourse that demands \_ participant educate For can put forward return Power absorb it on discourse that has been be read ( Marlina , 2017) .

Method scramble learning is method nature of learning active , that is demand participant educate active cooperate finish card question For earn points for group them . Become excess

in method This is student more active And creative in Study And think , study material in a way more Relax And without pressure Because method scramble learning is possible para student For Study while play ( Tanjung et al., 2021) .

## Research Method

Class X IPS 1 has 36 students, including 17 boys and 19 girls. Students come from various tribes and are dominated by the Kaili and Bugis tribes. This research is a collaborative classroom action research between students, field assistant lecturers, tutors. Classroom action research is research in the social field, which uses self-reflection as the main method, carried out by stakeholders and aims to improve various aspects of the learning process. Classroom action research is carried out through several processes including planning, taking action, observing, and reflect (Nilakusmawati, 2015).



**Figure 1. Classroom Action Research Stage**

Data collection techniques are the methods used to collect the necessary data from data sources. There are several collection techniques, including: observations, interviews (discussions), documents, questionnaires, and tests (Sutoyo, 2020), in research questionnaires will be given to students to find out the extent of changes in students' mutual cooperation skills and observations. carried out to confirm the suitability of the results of the questionnaire.

This research uses a qualitative descriptive approach where qualitative descriptive research is one of the general methods used in social phenomenology (Yuliani, 2018), the values taken in measuring the ability of mutual cooperation are mutual assistance, respect for cooperation, solidarity, joint decisions, empathy as well as anti-discrimination and anti-violence. The value of mutual cooperation will then become the basis for compiling a questionnaire to become the basis for determining the development of students' mutual cooperation skills. The target in this research is that students are expected to have 85% of mutual cooperation skills.

The number of statements based on the mutual cooperation aspect can be seen in the following table.

Table 1. Table of Questionnaire Preparation Instruments

No	Indicator	Statement item	Likert Scale
1	Mutual help	1, 2, 3, 4,	Ordinal
2	Value Collaboration	5, 6, 7, 8,	Ordinal
3	Solidarity	9, 10, 11, 12,	Ordinal
4	Joint decision	13,14, 15, 16,	Ordinal
5	Empathy	17, 18, 19, 20,	Ordinal
6	Anti-discrimination	21, 22, 23, 24.	Ordinal
7	Anti violence	25, 26, 27, 28,	Ordinal

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The results of the questionnaire will then be processed to find out the average of students' mutual cooperation abilities with the highest score being 4.00 and the lowest score being 1.00. After knowing the students' mutual cooperation ability scores, they can then be interpreted and classified according to the student activity table with percentage categories as follows

Table 2. Categories of student activities

No	Percentage (%)	Category
1	86 – 100	Very good
2	76 – 85	Good
3	60 – 75	Pretty good
4	55 – 59	Not enough
5	≤ 54	Very less

### **Result/Findings**

This classroom action research was carried out in two (2) cycles with the target achievement of students having 85% of mutual cooperation skills, for each cycle there were two (2) meetings so that in total there were four (4) meetings which were held from April 4 2023 to May 16, 2023.

Table 3. Research Implementation Schedule

No	Cycle	Implementation	Material
1	First	April 4, 2023	The composition of the atmosphere and its characteristics
		April 11, 2023	The impact of the atmosphere on life
2	Second	May 9, 2023	Hydrosphere and Types of water cycle
		May 16, 2023	The impact of the hydrosphere on life

Each meeting is carried out by compiling learning tools using a scramble type cooperative model consisting of a Learning Implementation Plan (RPP), Student Worksheets (LKPD), teaching materials, learning media and assessment sheets. The learning model used is a Scramble type cooperative model, namely learning that uses a game method where predetermined words or sentences are rearranged and developed in groups. Through the scramble type cooperative learning model, it is hoped that it can train students to actively participate in learning and strengthen their understanding of learning (Sudarmi, 2017).

Before giving class actions or actions, a questionnaire is given to students, which aims to determine the mutual cooperation abilities possessed by students. The results of the questionnaire will be used as a basis for preparing action plans and the results can be seen in the following table:

Table 4. Students' Initial Skills

No	Aspect	Total Score	The number of students	Average indicator
1	Mutual help	112	36	3.11
2	Value	102	36	2.83
3	Cooperation	78	36	2.17
4	Joint Decision	86	36	2.39
5	Empathy	86	36	2.39
6	Anti-Discrimination	100	36	2.78
7	Anti-Hardness	105	36	2.92
<b>Average Mutual Cooperation Skills</b>				<b>2.62</b>

Based on this table, we can see that the mutual cooperation skills possessed by students during the pretest were at 2.62 points from the maximum score, namely 4 or 66% of 100%, the highest score was in the mutual help aspect, namely 3.11 and the lowest score was in cooperation aspect, namely 2.17.

Improving the quality of learning can be done in various ways, one of which is by conducting classroom action research, through observing deficiencies during the learning process, analyzing appropriate solutions and practicing solving these problems. Class action research carried out in class X IPS 1 focuses on improving aspects. mutual cooperation in the profile of Pancasila students, the lack of cooperation and concern for fellow students makes this action very necessary to improve the quality of learning, by using the scramble type cooperative model it is hoped that students can care for each other, understand and be able to work together as a team in mastering the objectives of learning

There are seven aspects of mutual cooperation that will be targeted, namely mutual assistance, respect for cooperation, solidarity, commitment to joint decisions, empathy, anti-discrimination and anti-violence. By using the Scramble type cooperative model, students are given learning that improves the aspects of mutual cooperation. , treatment or class action was carried out in two cycles and the results of observations through the student mutual cooperation skills questionnaire were at a percentage of 66%.

In the first cycle of implementation, students were still adapting and getting used to the learning model given, in 7 trials only 3 trials where students were able to complete group activities and in 4 trials students failed to complete group activities, the course of student group activities was also still not conducive because students were moving groups were not well coordinated so that in the second cycle more groups were formed but with fewer group members and then a group leader was appointed to coordinate the group members. The process of implementing the second cycle went better than the first cycle, students were more organized in collecting word by word and then working together. the same and the discussion process was more conducive, in 7 attempts to analyze videos and collect keywords, only 1

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group of students failed to find keywords. The results of the mutual cooperation skills questionnaire in the first and second cycles can be seen in the following table.

Table 4. Mutual cooperation skills questionnaire results

No	Aspect	Initial test	Cycle 1	Cycle 2
1	Mutual help	3.11	3.56	3.81
2	Value	2.83	3.25	3.50
3	Cooperation	2.17	3.00	3.61
4	Joint Decision	2.39	3.03	3.50
5	Empathy	2.39	3.06	3.31
6	Anti-Discrimination	2.78	3.03	3.53
7	Anti-Hardness	2.92	3.19	3.50
<b>Average</b>		<b>2.65</b>	<b>3.16</b>	<b>3.54</b>
<b>Percentage (%)</b>		<b>66</b>	<b>79</b>	<b>88</b>

From the table it can be seen that the increase occurred during the first and second cycles, in the initial test to determine the mutual cooperation skills of class as much as 13%, then evaluation and reflection were carried out to become material in preparing learning tools in the second cycle, the results of the implementation of the second cycle showed an increase of 9% until students' mutual cooperation skills were at a percentage of 88%, referring to these results, the target for implementation Class action research has been achieved, namely 85%.

### **Discussion**

Currently, the learning process has experienced developments, of course this development is in line with the times, currently learning does not only focus on mastering the material but also focuses on aspects of skills and attitudes. Through the Pancasila student profile, the strengthening and development of character education in realizing the Pancasila student profile is in order to produce students who have faith and are devoted to God Almighty, have global diversity, work together, are independent, reason critically and are creative. (Safitri et al., 2022)

Through scramble type cooperative learning where students will learn in groups to compose words and sentences, it is hoped that it will be able to improve students' mutual cooperation skills. There are 2 cycles in implementing scramble learning and the results can be seen in the following table:

Table 5. Mutual Cooperation Skills using the Scramble method

Cycle	Mark	Percentage (%)
Pretest	2.65	66
Posttest cycle 1	3.16	79
Posttest cycle 2	3.54	88

The challenges and obstacles in realizing students who have Pancasila values are also not small, *class* joint decisions, empathy, anti-discrimination and anti-violence, students already have 66% mutual cooperation abilities, so there needs to be treatment given to students to be able to improve these abilities.

In the first cycle, students were able to adapt and carry out the Scramble method learning. Students have been able to find and arrange keywords from the animation displayed, students have been able to discuss and reach mutual agreement, but there is a lack of cooperation aspects, where students often run out of time when group members together arrange letters into keywords. , the lack of coordination between group members is the cause of this, based on the assessment of students' mutual cooperation skills there has been an increase to 3.16 or 79%, as a result of reflection, in the next cycle the group leader will be chosen by group members to coordinate the course of discussions and activities compose words and sentences

In the second cycle, before carrying out the core learning activities, each group must have a group leader who has been appointed by the group members. During the learning process using the Scramble method, each group is well coordinated during the process of composing words and sentences, the class situation is also more conducive so that it is not disruptive. other classes, based on the posttest results, it can be seen that there has been an increase in mutual cooperation skills among students with a score of 3.54 or 88% of mutual cooperation skills have been possessed by students, with these results the target of mutual cooperation skills that students must have is 85% achieved.

## Conclusion

The problem or challenge of mutual cooperation skills for students in class discrimination, as well as anti-violence, these aspects must be instilled in students in order to achieve the goals of the Pancasila student profile, by using the Scramble type cooperative method, namely by providing learning to compose words or sentences in groups. Students' mutual cooperation skills can be improved, based on the results of the discussion resulted in an increase in students' mutual cooperation skills by 21% in four (4) meetings.

## Declaration of conflicting interest

The author states that there is no conflict in the articles raised and written by the author.



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