

ABSTRACT

EFFORTS TO IMPROVE LEARNING OUTCOMES OF ENERGY SAVING SUB-THEMES THROUGH SCRAMBLE LEARNING MODELS FOR CLASS III STUDENTS OF SDN TALAGA I ACADEMIC YEAR 2020-2021

Keywords: *Learning Outcomes, Learning Model Scramble.*

The background of this research is knowing about learning in elementary schools that needs to be planned and built in such a way that students get the opportunity to interact with one another. Students interact with friends, teachers, and their environment.

This research was conducted at SDN Talaga I. The time of this research was November 02 - December 27, 2020/2021. The research subjects were all third grade students.

This type of research is a classroom action using the Scramble learning model. This research was conducted in 2 cycles. Data collection techniques in this classroom action research use multiple choice tests, student worksheets, observation of teacher and student activities and documentation.

The results of the assessment of the two cycles in the energy saving material for grade III students of SDN Talaga I have experienced a very good improvement. Students' attitudes in applying the Scramble learning model have changed in a positive direction. This is because the teacher succeeded in arousing student enthusiasm, so that students were motivated to learn. The results of the test cycle 1 PB 4, namely group 1 got a score of 73, group 2 got a score of 64 and group 3 got 73. The result of the minimum completeness criteria (KKM) was 70%. The results of the test cycle 2 PB 6, namely group 1 got a score of 93, group 2 got a score of 79 and group 3 got 79. The result of the minimum completeness criteria (KKM) was 84%. Then the results of the above calculations meet the minimum requirements for the KKM value, which is 75%.

The application of the Scramble learning model for class III students with the sub-theme of energy saving at SDN Talaga I runs well even though there are several obstacles that must be achieved, such as what happened in cycle 1, namely the teacher forgets to check student attendance, the teacher does not give students the opportunity to ask questions, when there are students asking questions, the teacher does not give clear responses, the teacher forgets to explain the rules of the Scramble learning model game, and the teacher does not reflect and does not conclude the material. So that there needs to be continued improvement in cycle 2. This has almost triggered students to continue to be creative in achieving success values even though they still have to improve the values to be achieved by continuing the research in cycle 2.