

APPLICATION OF SCRAMBLE LEARNING MODEL ON CLASS V AQIDAH AKHLAK SUBJECTS IN MI MIFTAHUL ULUM WIROWONGSO AJUNG JEMBER

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Abstrak: A model is a description of something that can clarify the various relationships between the elements in the model. In the world of education there are learning models that are used as a reflection in implementing learning in the classroom. A learning model is a guideline in the form of a program or teaching strategy guide designed to achieve a learning goal, and most importantly to create interesting and meaningful learning, such as a scramble learning model. In this research, the focus of the problem is to understand the application of scramble learning model in class V moral beliefs in MI Miftahul Ulum Wirowongso and find out whether the application of scramble learning model in class V moral beliefs can improve learning outcomes in MI Miftahul Ulum Wirowongso. This study uses a descriptive qualitative approach, data collection is done using observation methods, interviews and documentation. While the determination of informants or sources used purposive sampling technique. The collected data were analyzed by data reduction techniques, data presentation and drawing conclusions, while for data validity using data source triangulation. From the results of the analysis, it can be concluded that the application of scramble learning model in the subject of aqidah akhlak class V in its implementation can increase the enthusiasm, activity and discipline and solidarity of learners, can improve the way of thinking quickly and accurately in working on problems. In this application can also improve the learning outcomes of learners

Keywords: *Scramble learning model, moral beliefs lessons*

INTRODUCTION

Education is a conscious effort that by providing teaching with the aim of growing and developing the desired potential. Teaching is given to guide the educational process so that it can be achieved according to what is desired. Education in Indonesia is an absolute thing that must be carried out in accordance with government regulation no. 20 of 2003 which aims to create a learning environment and learning process so that learners actively develop their potential to have the spiritual strength of religion, self -control, personality, intelligence, morals and skills needed by themselves, society, nation and country.

Education can be obtained formally or non -formally. According to Sanjaya, formal education can be obtained by students through learning in schools from primary education to higher education. The primary education in question is Elementary School education (SD) or Madrasah Ibtidaiyah Education (MI) and Junior High School education, namely (SMP) and Upper Secondary School (SMA).¹ Religious Education in MI subjects include: Al-quran hadith, Fiqh and Aqeedah akhlak.

Learning model is one of the important components in learning. Through the learning model, teachers can help learners get ideas. one of the problems in learning is the low understanding of learners of a material, so that the goals and expected learning outcomes are still less than maximum. Learning models that are still static and the attitudes of learners who are less progressive need to change. An interesting learning model can increase learners' understanding of a material.

This is seen in the problems that teachers often face. For example, the lack of student interest in learning, students 'heterogeneous abilities,

¹Sanjaya.*Perencanaan dan desain sistem pembelajaran*. (Jakarta: Kecana, 2015), 52-53.

the presence of students who are not focused as well as speaking alone, students' grades are still low. Meanwhile, the learners of most of the subjects of aqidah akhlak are lecture and memorization material only so that they are impressed only as listeners. On the other hand, teachers who still use a monotonous learning model. Teachers in the learning process are more inclined to the delivery of material and emphasize memorization and practice questions, without being packed with something interesting in learning that will make learners feel bored and saturated quickly. So that it can affect student learning outcomes.

Aqidah akhlak is a subject available at Madrasah Ibtidaiyah (MI) that is related to belief and behavior and a compulsory subject of Islamic religious education that must be taught to learners. This subject is taught not only as knowledge, but also aims to instill confidence and good behavior that can be instilled from an early age to learners to be applied in daily life. In the delivery of moral faith material, supporting means are needed in order to achieve a quality understanding. It also requires a high level of reasoning, understanding, comprehension and application. Therefore, the learning model used by teachers must be interesting. Learners do not just sit quietly listening to the teacher who is delivering the material from beginning to end. But it also provides an opportunity for learners to play their role as well so that learners can grow enthusiasm and create a conducive and active classroom atmosphere. Not only that, they in the learning process will easily understand and remember the subject matter.

From some of these discourses, researchers feel that the application of one of the learning models of moral beliefs, namely the scramble learning model is the appropriate model to be applied. Where the learning

model can help learners be more enthusiastic in following the learning process.

The scramble learning model is learning that can increase the concentration and thinking speed of learners. This learning model trains the right brain and left brain of the learners. They are asked to answer questions, but also quickly guess the answers to questions that are already available but still in a random condition. The random letters are still in the form of ordinary writing that can also be packaged in the form of cards and so on. Based on the background presented, it can be presented the formulation of this research problem is how the application of scramble learning model on the subject of moral beliefs class V in MI Miftahul Ulum Wirowongso Ajung Jember? and whether the application of scramble learning model on the subject of aqidah akhlak class V can improve learning outcomes in MI Miftahul Ulum Wirowongso Ajung Jember?

RESEARCH METHODS

Based on the type of research there are 2, namely quantitative and qualitative research. In this study, researchers use a type of qualitative research. Qualitative research is research that emphasizes on the quality or the most important thing from the nature of a good/service. The most important thing from the nature of a good or service in the form of events/phenomena/social symptoms is the meaning behind the event that can be a valuable lesson for the development of theoretical concepts.²

Lexy J. Moleong in her book *Qualitative research methods* describes several experts, among them, Bogdan and Taylor define qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words from people and behaviors that can be observed. While quantitative research is research that finds findings obtained by using statistical procedures.

²Satori Djam'an, Komariah Aan. *Metodologi Penelitian Kualitatif* .(Bandung: Alfabeta, 2017), 22.

In this study is a class action research that is qualitative. Researchers use PTK collaboration between researchers and teachers. This PTK is performed by researchers outside the teacher (for example by lecturers, students or school supervisors) with teachers who act as implementers of learning in the classroom³

The research approach used is descriptive qualitative research. Qualitative research method is a research method used to examine the conditions of natural objects, (as opposed to experiment) where the researcher is the key instrument, data collection techniques are done in triangulation (combined), data analysis is inductive/qualitative and qualitative research results emphasize meaning rather than generalization. Researchers use a descriptive qualitative approach that is so that researchers can interact directly with data sources, where this approach emphasizes more on the process than the results (products) and also researchers can adjust to the research time. The location of this research is located in MI Miftahul Ulum Wirowongso Ajung Jember academic year 2021/2022

Data collection technique is an activity used to obtain the data needed in research. In order for a research to be conducted effectively and efficiently both in time, cost and effort need to use the right approach. Marshall and Rossman stated that in qualitative research, data collection is done in a natural setting, primary data sources and data collection techniques more on observations, interviews and documentation.⁴

Observation is one of the observations made on an object with certain procedures and rules. Through observation the researcher learns about the behavior and the meaning of the behavior. According to Esterberg, an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. It can be concluded that the interview is a face -to -face question and answer session conducted by the interviewer with the person being interviewed to obtain the necessary information. A data collection technique that also plays a major role in naturalistic qualitative research is documentation. Documentation, from the word document comes from the Latin word docere, which means to teach. In English it is called a document which is something written or printed to be used as a record or evidence. Based on that notion,

³ Arikunto suharsimi. *Penelitian Tindakan Kelas*. (Jakarta: Bumi Aksara, 2015),152

⁴Ibid, Sugiono.*Metode Penelitian Kuantitatif, Kualitatif dan R&D*.(Bandung : Alfabeta, 2018), 225

documentation is a record of past events and is expressed in oral, written and work form.

In qualitative research, data is obtained from various sources using a variety of data collection techniques. Data analysis requires creativity and high intellectual ability. Each researcher finds his own method that he feels is suitable for the nature he is studying. Data analysis in qualitative research, performed during data collection and after the completion of data collection in a certain period. Miles and Huberman, suggest that activities in qualitative analysis are done interactively and take place continuously until complete, so that the data is saturated.⁵ Activities in data analysis, namely: data reduction, data display and conclusion drawing/verification.

The most important thing in qualitative research is triangulation. Triangulation is a data collection technique that combines various data collection techniques and existing data sources. If the researcher conducts data collection with triangulation, then the researcher actually collects data that simultaneously tests the credibility of the data, that is, checking the credibility of the data with various data collection techniques and various data sources. This study uses triangulation of data sources, it is to test the credibility of the data is done by checking the data that has been obtained through several sources.

LITERATURE REVIEW

Scramble Learning Model

Understanding the Model There are some expert opinions on the notion of the model according to William A. Schrode and D. Voich that the model is a picture of reality intended to explain the behavior of what is being described. According to Hajriana, that the model can be interpreted as a systematic pattern that can be used as a reference in performing an action/deed. Meanwhile, according to Toto Subroto, the model is an abstraction of the real world that is simplified so that only the important parameters appear in its form.⁶

⁵Sugiyono.*Metode Penelitian Kualitatif, Kuntitatif dan R&D.* (Bandung: Alfabeta, 2018), 246.

⁶Widayati Ninik, Muaddab Hafis. *Model-model Pembelajaran Inovatif.* (CV. Garuda Mas Sejahtera: Surabaya, 2012), 27-28.

Based on some of the understandings of the above experts can be said that the model is a description of something that can clarify the various relationships between the elements in the model. More broadly, a model is something that reveals and explains the relationship of various components, actions and reactions, as well as cause and effect. Where the model is a thought from actual reality.

There are several uses of the model according to Laurens and Yudy, namely:

- 1) With the model, then the functional relationship between various components, elements or elements of a particular system can be explained.
- 2) With the model, the procedures that will be taken in carrying out the activities can be identified accurately.
- 3) With the model, the various activities it covers can be controlled.
- 4) With the model, it makes it easier for administrators to identify components, elements that are hindered, if the activities carried out are felt to be ineffective.
- 5) With the model, it can be identified precisely the ways to make changes if there is any inconsistency of what has been formulated.⁷

Understanding Learning

Learning according to Toto Subroto, is an interaction between two parties, one party acts as a teacher and the other party as the recipient of instruction, therefore there is a process of educational interaction. Meanwhile, according to Sagala, learning as a learning process developed by teachers to develop thinking creativity that can improve students' thinking ability, and can improve the ability to construct new knowledge as an effort to improve good mastery of the subject.⁸

⁷ Widayati Ninik, Muaddab Hafis. *Model-model Pembelajaran Inovatif*. (CV. Garuda Mas Sejahtera: Surabaya, 2012), 27-28 28-29.

⁸ Widayati Ninik, Muaddab Hafis. *Model-model Pembelajaran Inovatif*. (CV. Garuda Mas Sejahtera: Surabaya, 2012), 27-28, 31-32.

From the two incomes above, it can be concluded that learning is a process of interaction between two parties, namely teachers and students. Where teachers as teachers and students as recipients of instruction to learn new abilities or values.

Understanding the Learning Model

According to Zaini, a learning model is a guideline in the form of a program or teaching strategy guide designed to achieve a learning goal. while according to Bruce Joyce & Weil argue that a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or other.⁹

The learning model is one of the approaches in order to investigate changes in learners' behavior in an adaptive and generative manner. The learning model is closely related to the learning style of the learners (learning style) and the teaching style of the teacher (teaching style), both of which are abbreviated as SOLAT (Style Of Learning and Teaching).

Curriculum 2013 emphasizes on the concept of scientific approach in learning as intended, which includes observing, asking, reasoning, trying, forming a network for all subjects with the following criteria:

- 1) Learning materials based on facts or phenomena that can be explained with certain logic or reasoning, not just about, imaginary, legends or fables alone.
- 2) Teacher explanations, student responses and teacher-student educative interactions are limited by immediate prejudices, subjective thinking or deviations from the flow of logical thinking.
- 3) Encourage and inspire students to think critically, analytically and accurately in identifying, understanding, solving problems and applying learning materials.

⁹Darmawan Deni, Wahyudin Dinn. *Model Pembelajaran Di Sekolah*. (PT Remaja Rosdakarya: Bandung, 2018), 2-3.

- 4) Encourage and inspire students to be able to think hypotheses in seeing the differences, similarities and links to each other from the learning metrics.
- 5) Encourage and inspire students to be able to understand, apply and develop rational and objective thinking patterns in responding to learning materials.
- 6) Based on concepts, theories and empirical facts that can be accounted for.
- 7) Learning objectives are formulated in a simple and clear, yet interesting presentation system.

Understanding the Scramble Learning Model

According to Rober B. Taylor, Scramble is one of the learning models that can increase students' concentration and thinking speed. This model requires students to combine the right brain and the left brain. In this model, they are not only asked to answer a question, but also quickly guess the answer to a question that is already available but still in a random condition.¹⁰

Scramble comes from English which is translated into Indonesian has the meaning of scramble, fight, struggle. The scramble learning model is one of the scramble type cooperative learning models. There are five basic elements of cooperative learning, as follows. Positive interdependence, individual responsibility, heterogeneous grouping, collaborative skills, group interaction processing.¹¹

The scramble learning model is a learning model that invites students to find answers and solve existing problems by sharing question card sheets and answers accompanied by alternative answers available. Scramble is used for this type of children's game which is an exercise in the development

¹⁰Ibid, Huda Miftahul. *Model-model Pengajaran dan Pembelajaran*, 303-304.

¹¹Fitriana Isna. *Penerapan Model Pembelajaran Scramble Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Tata Senyawa Di SMAN 1 Bireuen.* (Banda Aceh: Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry, 2017), 28.

and improvement of vocabulary thinking insight. According to the nature of the answer, scramble consists of various forms, namely:

- 1) Word scramble, which is a game of arranging words and letters that have been scrambled so as to form a specific word that is meaningful.
- 2) Sentence Scramble, which is a game of composing sentences from random words. The sentence form should be logical, meaningful, precise and true.
- 3) Discourse scramble, which is a game of composing logical discourse based on random sentences. The result of the discourse arrangement should be logical and meaningful

Through the scramble learning model, students can be trained to creatively compose words, sentences or discourses that are randomly arranged in a meaningful arrangement and may be better than the original arrangement..

Steps of the Scramble Learning Model

- 1) Explain the material according to the learning topic.
- 2) Form students into several groups. Each member is 5 people.
- 3) Distribute question cards with answers in scrambled order (scramble).
- 4) Each group member must work together to find the correct answer card for the question card obtained. Teachers hand out reflection cards, students write down their process of finding answers.
- 5) Give some time to work on the problem.
- 6) Work on the problem based on the time that has been determined.
- 7) Checking time and checking work.
- 8) If the time to work on the problem is over, all worksheets must be collected. In this case, both the already and the unfinished must gather answers.
- 9) Make an assessment based on how quickly the question is done and how many questions are done correctly.
- 10) Call one of the members of each group to the front of the class to find out the extent of students' understanding of the material of moral beliefs.
- 11) If the group member who moves forward can answer the question correctly then he will get value points for himself and his group members.

Advantages and Disadvantages of the Scramble Learning Model. Each learning model has its advantages and disadvantages. Here are the advantages and disadvantages of the scramble learning model.¹²

The advantages of the scramble learning model, among others:

- a) Train students to think quickly and accurately,
- b) Encourage students to learn to work on the problem
- c) Train student discipline and solidarity,
- d) All students can be actively involved,
- e) This learning activity encourages students' understanding of the subject matter with the help of their fellow students.
- f) Learn to be responsible for everything that is done in the group.

Disadvantages of the scramble learning model, among others:

- a) Problems that have been prepared, can make students think less critically,
- b) Students can see the answers of their friends from other groups,
- c) Students receive raw materials that only need to be processed properly.
- d) Sometimes in the implementation, it takes a long time so that teachers find it difficult to adjust to the existing time.
- e) A game model like this can make a noise, which will interfere with the learning of nearby classes. Efforts to overcome the shortcomings of the scramble learning model in order to achieve the desired goals, require teachers to plan learning well, structured, and planned maturely. This is because in using scramble learning the teacher's understanding is very important, so that the learning process can take place optimally.

Understanding the Moral Creed

The word *akidah* comes from the Arabic word *al-'aqdu* which means bond, *at-tautsiqu* which means strong belief or conviction, *al-ihkamu* which means to strengthen (establish), and *ar-rabthu biquwwah* which means to bind strongly. While according to the term (terminology): faith is a firm and

¹²Kurniasih Imas, Sani Berlin. *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru.*(Kata Pena, 2015), 100.

certain faith, which there is not the slightest doubt for those who believe in it.¹³

While morality is a plural form of the word *khuluk*, derived from the Arabic language which means character, behavior or habits. While the definition of morality in terms or terminology means the behavior of a person who is driven by a conscious desire to do a good deed without the need for thought and consideration first.¹⁴

So the meaning of *aqeedah akhlaq* is a belief or belief of a person through behavior that is driven by a conscious desire to perform an act.

There are two types of morals in Islam, namely *al-akhlaq al-karimah* or often called *al-akhlaq mahmudah* (praiseworthy morals) which are good and correct morals according to Islamic teachings and the second is *al-akhlaq madzmumah* (reprehensible morals) which are morals that not good and not true according to Islamic teachings.¹⁵

Moral *mahmudah* is born based on admirable qualities, for example: shame to do evil is one of the good morals. Imam al-Ghazali explained the four main virtues of good morals, namely: Seeking wisdom (wisdom is a better virtue), Be brave, Purify yourself, Be fair

Zaharuddin and Hasanuddin Sinaga in their book entitled *Introduction to the Study of Morals* explain that praiseworthy morals or *mahmudah* morals are divided into two parts, namely: *Obedience Born* and *Obedience Bathin*. *Obedience to birth* means doing all the deeds of worship that God requires, including doing good to fellow human beings and the

¹³ Al Jumhuri A Muhammad. *Belajar Aqidah Akhlak : Sebuah Ulasan Ringkas Tentang Asas Tauhid dan Akhlak Islamiyah*. (CV Budi Utama: Yogyakarta, 2015), 10.

¹⁴ Al Jumhuri A Muhammad. *Belajar Aqidah Akhlak : Sebuah Ulasan Ringkas Tentang Asas Tauhid dan Akhlak Islamiyah*. (CV Budi Utama: Yogyakarta, 2015), 14.

¹⁵ Al Jumhuri A Muhammad. *Belajar Aqidah Akhlak : Sebuah Ulasan Ringkas Tentang Asas Tauhid dan Akhlak Islamiyah*. (CV Budi Utama: Yogyakarta, 2015)38-40

environment and done by the members of the birth, including: Repentance, Amar ma'ruh and nahi munkar, Gratitude, Ikhtiar, Ta'awwun

While the inner obedience is all the good qualities/praiseworthy that are born by the inner members (heart) which includes deeds: Tawakkal, Patience, Qana'ah, Husnudzan, Ridha

Akhlak mazmumah, Akhlak tercela or Akhlak Mazmumah are all human behaviors that can lead to self -destruction and self -destruction, which is contrary to his nature which leads to goodness. The thing that makes man to do reprehensible (immorality) is the world and its contents, man, satan (devil) and lust. In the same book, Zaharuddin and Hasanuddin Sinaga also divide Akhlak Mazmumah into two parts, namely: Born immorality, verbal immorality, such as saying dirty things, cursing, etc. Wicked ears, Wicked eyes, Wicked hands

Inner vices Anger (ghadab), Dongkol, Dengki (hasad), Sombong (takabbur)

In general, praiseworthy morals are divided into 2, namely praiseworthy morals towards oneself and praiseworthy morals towards others as follows:

Praiseworthy Morality Towards Oneself, Tawakkal. In Islam, tawakal means complete surrender to Allah in facing or waiting for the result of a job, or waiting for the consequences of a situation. Imam al-Ghazali summarized the definition of tawakkal as follows, "Tawakkal is relying on Allah SWT. when faced with an interest, leaning on Him in times of difficulty, steadfast and peaceful. According to Abu Zakaria Ansari, tawakal is "fortitude in leaving matters to others." Such a nature occurs after the emergence of trust in the person entrusted with the matter earlier. That is, it really has the nature of trust (trustworthy) to what is entrusted and it can give a sense of security to the person who gave the trust.

Tawakkal is a mental attitude of a person that is the result of his complete belief in God, because in monotheism he is taught to believe that only God

created everything, His Knowledge is Extensive, He who controls and governs this universe. It was this belief that drove him to leave all his problems to God. His heart is calm and peaceful and there is no suspicion, because God is All -Knowing and All -Wise.

Ikhtiyar comes from Arabic which means looking for better results. As for the meaning of ikhtiyar, that is, efforts made with all the effort and ability to achieve the best results.¹⁶ As usual, every human being has desires and ideals to succeed, no one wants failure. This is because God grants the will to man.

The Reality of Learning Aqeedah akhlak MI

Based on Regulation of the Minister of Religion of the Republic of Indonesia No.000912 of 2013 on the madrasah curriculum 2013 for Islamic religious education subjects and Arabic language. Where the subjects include: Qur'anic hadith, moral beliefs, jurisprudence, Islamic cultural history (SKI) and Arabic language. The subject of Akidah Akhlak MI has the purpose and scope of the material taught, namely¹⁷:

Tujuan mata pelajaran Aqidah Akhlak MI

Akidah akhlak at Madrasah Ibtidaiyah is one of the PAI subjects that learns about the pillars of faith associated with the introduction and appreciation of al-asma 'al-husna, as well as the creation of an atmosphere of exemplary and habituation in practicing admirable morals and Islamic manners through giving examples of behavior. and how to practice it in daily life. Substantially the subject of Aqeedah-Akhlak has a contribution in motivating learners to practice al-akhlakul karimah and Islamic manners in

¹⁶ Al Jumhuri A Muhammad. *Belajar Aqidah Akhlak : Sebuah Ulasan Ringkas Tentang Asas Tauhid dan Akhlak Islamiyah*. (CV Budi Utama: Yogyakarta, 2015), 181.

¹⁷ Ali Suryadharma. *Kurikulum Madrasah 2013 Mata Pelajaran Pendidikan Agama Islam dan Bahasa Arab*. (Menteri Agama Republik Indonesia: Jakarta, 2013), Vol, 37 dan 43.

daily life as a manifestation of their faith in Allah, His angels, His books, the apostles- His messenger, the last day, as well as Qada and Qadar. Al-akhlak al-karimah is very important to be practiced and accustomed from an early age by students in daily life, especially in order to anticipate the negative impact of the era of globalization and the multidimensional crisis that hit the nation and the State of Indonesia.

The subject of Akidah Akhlak at Madrasah Ibtidaiyah aims to equip learners to be able to:

- a. To develop the faith through the giving, nurturing, and development of knowledge, appreciation, practice, habituation, and experience of learners about the Islamic faith so that they become Muslims who continue to grow their faith and piety to Allah SWT;
- b. Realizing Indonesian people who have noble morals and avoid reprehensible morals in daily life both in individual and social life, as a manifestation of the teachings and values of the Islamic faith.

RESULTS AND DISCUSSION

Based on the results of interviews and research that have been conducted previously, the information that researchers get is that in the Institute of Madrasah Ibtidaiyah Miftahul Ulum Wirowongso in the process of learning moral beliefs before teachers still apply the conventional learning model. Where the tendency to use lectures, question and answer and give tasks in the learning process takes place. As a result, learners are less active when learning in the classroom. Learners feel bored, lacking in enthusiasm and saturated, this is observed when learning takes place in class V. In the activity, learners listen to the teacher's explanation and then record the material from the teacher then they are given the opportunity to ask questions and given tasks to do. Therefore, the teacher of aqidah akhlak class V wants to practice learning by using the scramble learning model in class V.

At the next meeting, the teacher has applied the scramble learning model to the subject of moral beliefs and it is going well. Although this learning model is only first applied in the subject. Learners are more active and enthusiastic than previous learning. There is a very increased difference seen from the results of

observations on March 7, 2020. The activity and enthusiasm of students in the learning process is what is expected to increase their learning outcomes, especially in learning moral beliefs. As for the response delivered by Mr. Mahalli as a teacher of moral beliefs in class V as well as as the principal of MI Miftahul Ulum Wirowongso Ajung Jember, regarding the application of this scramble learning model is good and can be applied in class V.

The average learner in the application of this scramble learning model feels happy and enthusiastic because they can exchange thoughts with their groupmates, learning to complete tasks together. This model also makes it easier for teachers to convey material and is very good at shaping the character of students, that is, instilling discipline, responsibility, independence and self - confidence in students. In addition, learners can develop a social spirit in themselves such as helping each other, respecting each other and behaving politely towards each other. This is in accordance with the purpose of the subject of moral beliefs itself.

The learning model can also be used as an alternative to create meaningful cooperative learning for learners. Because this learning model is quite effective and efficient in efforts to increase the learning activity of learners. This is based on the results of an interview conducted on March 14, 2020 with Mr. Mahalli, as the following quote: "Yes, I think it is effective. Students are also easy to understand and enthusiastic and not bored ".

While the application of scramble learning model in the subject of moral beliefs in class V gives a very increased change seen from the spirit of learners, the concentration of learners in the learning process takes place and they can easily remember the material that has been taught and able to guess the task quickly. Based on the results of this study, it can be concluded that the application of scramble learning model in MI Miftahul Huda has increased. The information is in accordance with the results of an interview with a teacher of moral beliefs, namely

Mr. Ubaidillah as well as the principal of MI Miftahul Ulum Wirowongso Ajung Jember.

The learning process that has gone well and the application can increase the activity and enthusiasm of students in the subject of moral beliefs, especially in class V. All these things are achieved regardless of the role of teachers who have prepared and organized the pre-learning process and during the learning process. As well as the ability of creative teachers and teacher motivation in an effort to improve the quality of learning and improve the learning outcomes of learners.

CONCLUSION

Based on the research that has been done, the conclusion can be drawn that the application of scramble learning model in the subject of moral beliefs can provide a good and appropriate impact because it can increase the enthusiasm and activity of learners during learning, it is based on the enthusiasm of learners to learn moral beliefs. The learning outcomes of class V students at MI Miftahul Ulum on the subject of aqidah akhlak increased. It is based on the results of research seen from the activities of students in the learning process where they can complete tasks quickly and accurately.

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