



Development of Scramble Learning Media to Improve the Character of Love for the Motherland in PKN Pancasila Material

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Abstract: Learning media is a tool that can help the teaching and learning process so that the message's meaning becomes clearer and teaching and learning goals can be achieved effectively and efficiently. This research aims to be a learning resource for students to obtain messages and information from teachers so that learning materials can be further improved; this research also focuses on improving the character of love for the homeland through learning media. The type of research used is Research and Development (R&D) using the Borg and Gall method. The steps of use are potential and problems, data collection, product design, design validation, product revision, and limited product trials. Data collection techniques in this study used interviews, questionnaires, and documentation. Based on the analysis of the material expert assessment of 92%, media expert assessment of 86.67%, grade elementary school teacher trial of 90%, individual trial of 91.11%, small group trial of 90.13%, and large group trial of 88%. Thus, scramble learning media can also increase the character of love for the homeland and motivation in the learning process so that students feel happy and excited and do not get bored during the learning process.

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Abstrak: Media pembelajaran merupakan alat yang dapat membantu proses belajar mengajar agar makna pesan yang disampaikan menjadi lebih jelas dan tujuan belajar mengajar dapat tercapai secara efektif dan efisien. Penelitian ini bertujuan sebagai sumber belajar bagi siswa untuk memperoleh pesan dan informasi dari guru sehingga bahan pembelajaran dapat lebih ditingkatkan, penelitian ini juga berfokus untuk meningkatkan karakter cinta tanah air melalui media pembelajaran. Jenis penelitian yang digunakan adalah Research and Development (R&D) dengan menggunakan metode Borg and Gall. Langkah - langkah penggunaannya yaitu: potensi dan masalah, pengumpulan data, desain produk, validasi desain, revisi produk, dan uji coba produk terbatas. Teknik pengumpulan data pada penelitian ini menggunakan wawancara, angket dan dokumentasi. Berdasarkan analisis penilaian ahli materi sebesar 92%, penilaian ahli media sebesar 86,67%, uji coba guru SD kelas sebesar 90%, uji coba individu sebesar 91,11%, uji coba kelompok kecil sebesar 90,13%, dan uji coba kelompok besar sebesar 88%. Dengan demikian penggunaan media pembelajaran scramble juga dapat meningkatkan karakter cinta tanah air dan motivasi dalam proses pembelajaran. Sehingga siswa merasa senang dan bersemangat serta tidak bosan selama proses pembelajaran berlangsung.

A. Introduction

In this era of revolution 4.0, the environment around us has experienced rapid changes with digital technology, such as mobile phones, just like teachers who also have to develop innovations in classroom learning. Development is an educational process carried out in a directed manner by developing and validating products made by teachers. Development is also designed by teachers with appropriate learning objectives and strategies to achieve learning objectives (Supratman & Purwaningtias, 2018). In reality, in the field, many teachers still need to innovate products or develop their learning media. Therefore, learning is an effort teachers make to develop products to improve education quality.

The education system in Indonesia has a very important role in realizing the learning atmosphere and learning process so that learning becomes effective (Fitria & Andriesgo, 2019). Teachers are professionals who provide students with the knowledge and act as educators, guides, teachers, motivators, models or examples, and advisors. As professionals, teachers must have experts and abilities in conducting and developing learning innovations because these abilities can reflect the teacher's competence (Azhar, 2019). Being a teacher is a challenging job. People who have expertise in speaking can only sometimes be called teachers. Especially as a professional teacher, you must know very well about education and teaching (Djollong, 2017). According to Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers contained in Chapter II Position, Function, and Purpose of Article 4, it is stated that "The position of teachers as professionals as referred to in Article 2 paragraph (1) serves to improve the dignity and role of teachers as learning agents serves to improve the quality of national education".

The current learning system has implemented a technology system; this is done to facilitate the learning process in the classroom and at home. Of course, by utilizing technology, an educator can develop and create a learning media that can facilitate the learning process. Learning media that are developed or created are certainly used to support the learning process. Students' attitudes towards learning still need more enthusiasm, especially among elementary school children still in the world of play. Of course, the existence of learning media will make the learning atmosphere in the classroom more exciting and fun so that students do not get bored, and it will also make students interested if the teacher introduces a new item or product that they have never known and seen in class. If a teacher uses learning resources in the classroom to support learning, this will certainly make students more enthusiastic. Therefore, it is very important to develop learning media.

According to (Qondias et al., 2016), Learning media is a tool for creating quality learning so that interaction in learning becomes more interesting. Likewise, (Nurrita, 2018) argues that learning media is a tool in the teaching and learning process. While learning media in terms of education can produce a creative and innovative learning atmosphere by motivating students to learn (Hasanah et al., 2022), Teachers need learning media in the teaching and learning process; this is done to stimulate children's thinking patterns in the

success of teaching and learning. Because as we know today, students' interest in learning still needs to be improved, especially elementary school children who tend to like to play. Therefore, learning media is considered important in the teaching and learning process because it is considered to help teachers find students' learning interests and characters during classroom learning.

Learning takes place as a process of mutual influence between teachers and students. Learning is said to achieve learning objectives if most students actively participate in the learning process. Therefore, the teacher's ability to generate and develop student activities becomes a benchmark in determining the learning objectives' achievement (Farida et al., 2017). A teacher of learning activities should have theoretical experience and practical skills. Both of these things are very important because in learning, a teacher transfers material and tries to make it a fun learning activity and easy to understand for students. If the teacher cannot deliver the material appropriately and interestingly, it can cause learning difficulties for students, resulting in incomplete learning.

Learning media is a means used by students to fulfill their instincts in learning by having an impact on learning (Kusumawati, 2019). So far, it is very rare for teachers to do learning using innovative learning media. Learning media that teachers often use are Thematic books or Bupena (Assessment Books). Because if you only use thematic books or bupena, learning seems more varied and effective. Innovation in learning must indeed be applied, considering the benefits of this learning media as a tool to facilitate interaction between teachers and students to improve learning more effectively and efficiently (Muhson, 2010). The role of learning media is very important for the teaching and learning process in the classroom, especially student-centered learning media that are intended to make learning effective, interesting, and meaningful for students (Riyana, 2012).

According to (Kusumawati, 2019), Media Scramble is a learning media combined with games that can change the learning atmosphere from passive to active. The teacher's ability to master the class is still lacking, especially since only a few students contribute to the lesson, and other students are passive and do not participate in learning. This is because the teacher needs to apply the right learning media to achieve the desired learning. Scramble learning media is considered acceptable to students because the application of scramble learning media is relatively easy; students only match answer cards with question cards given by the teacher (Astriani & Sudarma, 2019).

One of the problems faced in the learning process in class III SD IT HAMAS is that some students still need to understand the learning material in PKN subjects, especially Pancasila material; this is due to limitations in the use of learning media. That way, problems arise among students who are easily bored, sleepy, telling stories with deskmates, and other problems that result in less optimal learning. The right solution to this problem is one of them by using learning media that is in accordance with the material and needs of the characteristics of these students and fosters the attitudes and values demanded (Hasanah & Azhar, 2022). One of the learning media that is suitable to be applied to these problems is to use scramble learning media. Scramble learning media is suitable because it can make

students not easily bored, focus on the lesson and the teacher in front, and become more active. Because elementary school children generally tend to like to play, this scramble learning media is a suitable media to be applied to the conditions of the classroom so that teachers can easily improve the character of students' love for their homeland in PKN subjects, especially Pancasila material (Rosmanah, 2019).

In addition, in the learning process in class, students are often found to have difficulty digesting and understanding the material delivered by the teacher because students only listen to the teacher explain the material without using learning devices such as learning media, where learning media is useful in helping students understand the material delivered by the teacher so that the learning process is varied, and active and can arouse students' curiosity in the learning process. , such learning situations can be described by sitting, listening, taking notes, and remembering. With the application of media like this, it is hoped that students can know what Pancasila is and teachers can find out the character of love for the student's homeland after learning Pancasila by applying learning media like this. Given how important character education is to human resources (Siregar et al., 2021).

In the learning process, students will be more interested in learning if the teacher applies interesting learning media because the use of interesting media can increase students' learning enthusiasm, and students are usually interested in something new. This is also supported by (Zurhaida et al., 2022) that these problems can make teachers more creative and innovative in learning media.

Learning activities that educators will carry out should adopt a learning approach that prioritizes imagination, which can make the learning process very enjoyable. Game-based learning is a learning process in the form of educational innovation. According to Torrente, game-based learning is a learning method in which games intended for education are used as instruments to support the learning process significantly.

In terms of education, games have 4 main characteristics. First, the results achieved by students after activities in the game. Second, rules are limits on things that players must know when playing the game. Third, the feedback system shows how familiar they are with the achievements they will achieve in the game. Fourth voluntary participation, those who engage in the game based on the knowledge that those who are involved must be able to accept that there are goals, rules, and feedback systems.

In the learning process, students who are lazy to learn will be interested if they use learning media in the classroom. Because through the use of interesting media, students become more enthusiastic and curious about something new. Problems that arise in learning require teachers to be able to encourage students to remain enthusiastic about learning. Learning in the classroom depends very much on the teacher and how the teacher can use various ways to arouse the enthusiasm of student learning.

B. Method

The type of research used in this study is Research and Development (R&D). Research and development methods, or in English, Research and Development, are used to

produce new products and to test the effectiveness of these products. According to Borg and Gall, "Research and development is a powerful strategy for improving practice. It is a process used to develop and validate educational products." This definition explains that "research and development is a powerful strategy for improving practice. It is the process used to develop and validate educational products." As referred to in research and development, educational products contain four main meanings. First, the product contains not only hardware, such as modules, textbooks, learning videos, movies, or similar hardware, but also software, such as curriculum, assessment, learning models, learning procedures and processes, and others. Second, the product can be a new product or a modification of an existing product. Third, the products developed are products that are truly beneficial to the world of education. Fourth, the product can be accounted for financially, practically, and scientifically.

This study aims to find out how the results of the development of scramble learning media improve the character of love for the homeland in the Pancasila material of class III PKN subjects at SD IT HAMAS. Because this research develops a learning medium, it agrees with (Sugiyono, 2020) who states that Research and Development (R & D) is a research method that produces a product that was previously tested for effectiveness and the needs of the product to function according to its needs. Meanwhile, according to (Ulfa & Nasryah, 2020), Research and Development (R&D) is a way to develop or perfect an existing product.

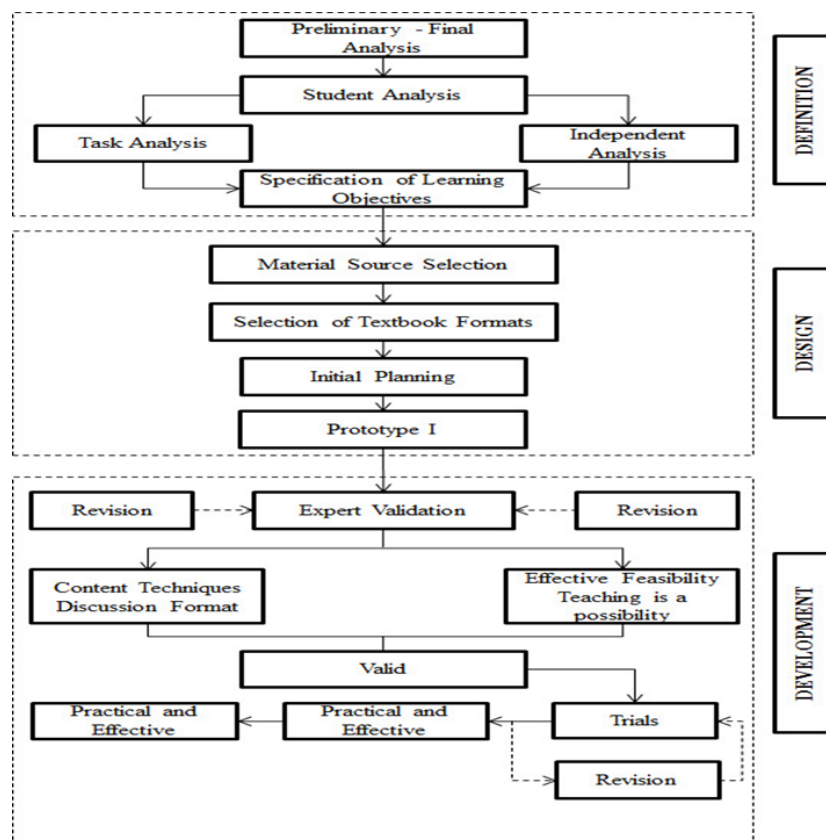


Figure 1. Development Procedure Scheme

Research and Development (R&D) in Sugiyono has 10 steps, but researchers only take 6 steps. The steps are as follows:

1. Potential and Potential

Problems are something that, when used, will add value and can be used in a better direction. At the same time, problems are everything that hinders that value. These problems can arise from various aspects, one of which is the problems that occur during the learning process in class—looking for potential found from problems in SDIT HAMAS STABAT to find solutions.

2. Data Collection

Data collection is how researchers find information on potential problems in the field. Data collection can employ interviews, questionnaires, and documentation during research. Data collection aims to obtain information at the time of research in order to achieve research objectives. Data collection can also be used as ideas or materials for making products through learning media.

3. Product Design

Product design is a researcher's activity to design material in classroom learning; the material is in the form of learning activities. In making this product design, researchers must make a design in the form of material first to find weaknesses. The material is in the form of learning activities that can attract students' attention. In this case, researchers must release their creative ideas in designing products to get the desired results.

4. Design Validation

Design validation is an activity that researchers do to obtain information about the value of product design and get suggestions and comments on whether what was designed previously is more effective in the field or not. Design validation is carried out to assess the product design according to the needs of the problem to be addressed. Product validation can be done by suggesting different or experienced expert validators evaluate new products designed for them. Each expert validator is asked to review the design so that it can be further identified regarding the strengths and weaknesses of the product.

a. Material Expert Validation

Material expert validation aims to test the feasibility of aspects of the material developed, including material feasibility, material systematics, and various matters related to the material. Material expert validators assess the feasibility aspects of the material by the curriculum, adequacy, and accuracy of product content. The material expert validator who will conduct the material validation feasibility test is Mr. Mustafa Habib, M.Pd. He is a lecturer from PGSD (Elementary School Teacher Education)

b. Media Expert Validation

Media expert validation aims to test the feasibility of aspects of the developed media, including aspects of size, cover design, and content design. Expert validators of learning design are needed to revise existing aspects related to learning design. These expert validators have detailed knowledge of matters related to aspects of the developed media and will be validated by media validators according to their fields.

The media expert validator who will conduct the media validation feasibility test is Mr. Kiki Pratama Rajagukguk, M.Pd. He is a lecturer and the Head of the Study Program from PGSD (Elementary School Teacher Education).

5. Product Revisions

Product revision is an activity that researchers carry out after the design validation stage. This stage is done after receiving constructive advice and comments from expert validators. Revisions can be made directly to the product or the method of operation of the product. For example, the image or writing on the product is too small and not by the feasibility for BNSP, so improvements are made to the product by the feasibility of BNSP. Product revision aims to improve products previously validated by experts through suggestions and input. With this product revision, new products or improvements to existing products can produce even better products.

6. Limited Product Trials

Limited product trials aim to determine student responses to scramble learning media using questionnaires. Product testing is necessary for reasons other than so that the products produced are quality, effective, and targeted; product trials are also one of the requirements that researchers must do in developing model research. There are several things to note in product trials. Product trials are necessary for reasons other than so that the resulting product is quality, effective, and tetrarch. Product testing is also one requirement that researchers must meet when conducting model development research.

The instrument in this study is a validation sheet used to validate the developed product, aiming to test the feasibility of the developed mathematics learning tool. In this study, the validators comprised 2 teachers from the Al Maksum Langkat Teacher Training and Education College (STKIP).

Data collection techniques in this study used interviews, questionnaires, and documentation.

- a. The interview is a data collection technique by asking questions given by the interviewer to the source or informant, which will then be recorded or recorded by the interviewer; data collection techniques with this interview can be done directly and indirectly.
- b. The questionnaire is a data collection technique that provides questions or written statements that respondents will fill out. The questionnaire aims to obtain product feasibility level data during product revision.
- c. Documentation is a data collection technique in the form of images or photos of research subjects. Analyzing the results of instrument tests in this study uses product design validation tests and the distribution of student response questionnaires (Apriliani et al., 2020).

Research instruments include validation sheets from material experts, media experts, and observation sheets. Material expert validation sheets determine how deeply the material is transported and its relevance to the expected competencies. Media expert validation sheets are used to determine the suitability of media for use while learning.

Observation sheets are used to find out the use of media in learning. The research instrument has been validated theoretically by discussing it with the research leader. Validation results are instruments that can be used directly to collect research data.

The data analysis technique stage is carried out to analyze the data. Data collected from the data collection results must be immediately processed and interpreted so that it is immediately known whether the research objectives have been achieved. Data analysis is a very critical task in the research process. The use of data analysis techniques in research should be adjusted to the research design (Apriliani et al., 2020).

C. Result and Discussion

Result

This research uses the Research and Development (R&D) method to characterize the love of the homeland in the Pancasila material of PKN class III elementary school subjects through scramble learning media. The results of this study consist of several stages, including the potential problem stage, the data collection stage, the product design stage, the design validation stage, the design revision stage, and the limited product trial stage.

1. Stage of Potential Problems

Research starts with potential and problems. Potency is anything that has added value when used. The problem is the gap between what is expected and what happens. This problem can be solved through Research and Development (R&D) so that effective models, patterns, or handling systems can be found through research and development.

At this stage, the potential problem is that less attractive learning media still affect the focus and interest in student learning.

2. Data Collection Phase

At this stage, data collection uses interviews, questionnaires, and documentation. In interviews addressed to class teachers in the form of questions about the curriculum used, namely the 2013 curriculum (K13), learning resources that use thematic books only, and in the class on Pancasila material have also never used learning media in the form of a scramble.

3. Product Design Stage

Products produced by Research and Development (R&D) produce a wide range of products. The result is a product design in the form of scramble learning media. Researchers create scramble learning media at this stage with the following steps: a). Researchers prepare a discourse. b). Researchers make question-and-answer cards, which will later be randomized according to the material. c). Students each do the problem and look for a suitable answer; previously, the answer has been randomized. d). Students are asked to compose answer words within a predetermined time. Upon completion, the results of the work are collected and inspected.

4. Design Validation Phase

Learning media is assessed by 2 expert validators. Here are the names of expert validators:

Table 1. Expert Validator Bio

No	Name	Status
1.	Kiki Pratama Rajagukguk, S. Pd., M. Pd	Lecturer
2.	Mustafa Habib, S. Pd.I., M. Pd	Lecturer

Validation is carried out to determine the feasibility of our learning media. Learning media is declared good and feasible if the validator's assessment is 61% - 100%. Expert validation includes assessment of the format, illustration, content, and language of the learning media developed.

5. Design Revision Phase

After design validation, the next stage is design revision by input and advice provided by experts during design validation. According to material experts, this scramble learning media still needs to improve the accuracy of sentence structure, so information and messages still need to be conveyed properly. Hence, it still requires some revisions to that section. Meanwhile, according to media experts, the placement of layout elements is too close together, so revisions are needed in that section.

6. Limited Product Trials

At this stage, product trials are carried out to determine students' responses and understanding of scramble learning media. This trial was carried out on PKN subjects Pancasila material in class III SDIT HAMAS STABAT using scramble learning media to 30 students. Before starting the lesson, the researcher first explained the material about Pancasila. After explaining, the researcher applies how to use the scramble learning media. The researcher divided the class into 5 groups, after which the researcher gave questions to each group, and the group discussed filling in the answers on the board in front. Each group went individually to the next to fill in the answers to the random words the researchers had prepared. Researchers give students time to answer. After that, the researcher checked the answers to the student's work and gave him a grade.

Material Expert Trials

The results of Material Expert trials on flashcard media development products can be seen in Table 2 below.

Table 2. Material Expert Validity Test Results

No	Assessment Aspect	Assessment Aspect Statement	Total
1	Format	1. Suitability of the material to the learning objectives	5
		2. Completeness of study aids	4
		3. Quality study aids	5

No	Assessment Aspect	Assessment Aspect Statement	Total
		Number of Variables	14
2	Content of the material	4. Presentation of the material by the objectives that have been formulated	5
		5. Relevance of learning objectives	4
		6. Materials below the student's proficiency level	5
		7. Accuracy of media with material feasibility	5
		8. Adjustment of the media to the feasibility of the material	5
		9. The depth of the material presented	4
		Number of Sub Variables	28
3	Material	10. Suitability of language use.	4
		Number of Sub Variables	4

Based on the results of the calculation above, it can be concluded that the test of the validity of the acquisition material has a value of 92%. In addition, this value of 92%, according to the assessment measure together with the weight of material experts, falls into the category of "Very Appropriate".

a. Media Expert Validation

The results of the Media Expert validity test on flashcard media are shown in Table 3 below.

Tabel 3. Media Expert Validity Test Results

No	Assessment Aspect	Alternative Answer Statement	Total
1	Display	1. The text is readable.	5
		2. Proportional formatting (formatting text and images).	5
		3. Suitability of background selection.	4
		4. Compliance with color ratios.	4
		5. Suitability of font selection and font size.	4
		Number of Variables	22
2	Content/Material Cohesiveness	6. Image fidelity is used for clarity	5
		7. Suitability of the drawing to the material.	3
		8. The order of presentation of the material	4
		9. Clarity of the description of the material	4
		Number of Sub Variables	16
3	Communication ou visuel	10. Communicative	4
		11. Simple and attractive	5
		12. Creative	5
		Number of Sub Variables	14

Based on the calculation results above, it can be concluded that the validity test of media experts obtained a score of 86.67%. According to the scoring measure and media experts' weighting, this 85% score falls into the "Very Appropriate."

b. Grade III Elementary Teacher Trial

The test results of Class III teachers of SDIT Hamas Stabat can be seen in Table 4 below.

Table 4. Results of Grade III Elementary School Teacher Validity Test

No	Assessment Aspect	Alternative Answer Statement	Total
1	Format	1. The text is readable.	9
		2. Proportional formatting (formatting text and images).	8
		3. Suitability of background selection.	8
		4. Compliance with color ratios.	8
Number of Variables			33
2	Display	5. Interesting photo	8
		6. Clear photos/no blur	7
		7. Interesting color mix	8
		8. Text is easy to read	8
		9. The text helps clarify the image on the card	10
		10. Use of learning objectives	10
		11. Material according to learning objectives	10
		12. The image clarifies the material you want to move	8
		13. Easy-to-understand material	10
		14. Media supports students to learn independently	10
		15. Media using paper that is suitable for use	9
		16. Scramble media size meets standards	8
Number of Sub Variables			106
3	Language	17. The language used is easy for students to understand	9
		18. Sentences used effectively	8
		19. Corrected use of words according to spelling (EYD)	9
Number of Sub Variables			26
4	Fill	20. How to use flashcards for a suitable teacher How to use flashcards for a suitable teacher	10
		21. The scramble media material is equipped with indicators	8
		22. Scramble media materials fall under learning objectives	9
		23. Scramble media content is subject to RPP	10
		24. Scramble media material is in the learning syllabus	10
		25. The sentences/information needed by students are complete	8
		26. There was a mistake in writing the scientific name	7
		27. The general description of the picture is correct	8
		28. There is a caption explaining the purpose of the picture	7
		29. Scramble media suitable for PKN learning	10
		30. Scramble media can make it easier for students to understand the character of love for the homeland	10
		31. Scramble media content can be improved.	10
		32. Exploring how the character loves the motherland.	8
		33. The use of scramble for teachers is obvious	9
Number of Sub Variables			124

Based on the results of the above calculations, it can be concluded that the validity test of elementary school teachers in the second year is 90%. According to its assessment metrics and weighting, this 90% score falls into the "Very Compliant."

Individual Trials

Based on the trial data obtained from the 3 students, the results are shown in Table 5 below.

Table 5. Individual Trial Results

No	Assessment Aspect	Alternative Answer Statement	Total
1	Display	1. The text reads well.	15
		2. Proportional formatting (formatting text and images)	12
		3. Suitability of background selection	11
		4. Legible text size and font	14
		5. Illustrations, colors, and supporting images	14
		6. Interesting media	15
Number of Variables			81
2	Content of the material	7. Suitability of the drawing to the material	15
		8. Clarity of the structure of the material delivered	14
		9. Terms of use	14
		10. The material is in accordance with the objectives that have been formulated	15
		11. The material is easy to understand	15
		12. Depth of material delivered	14
Number of Sub Variables			87
3	Benefit	13. The right language.	14
		14. Increase attractiveness in the teaching and learning process	14
		15. The subject is better understood	14
Number of Sub Variables			42

Based on the calculation results above, it can be concluded that individual trials get a value of 91.11%. According to the "Assessment Measure and Student Response Score Weighting," this score of 91.11% falls into the category of "Very Attractive".

Small Group Trials

The results of small group data collection (10 students) are shown in Table 6 below.

Table 6. Small Group Trials

No	Assessment Aspect	Alternative Answer Statement	Total
1	Display	1. The text is readable.	46
		2. Proportional formatting (formatting text and images)	46
		3. Suitability of background selection	41
		4. Readable text size and font	44
		5. Illustrations, colors, and supporting images	44

No	Assessment Aspect	Alternative Answer Statement	Total
		6. Interesting media	48
		Number of Variables	269
2	Content of the material	7. Suitability of the drawing to the material	41
		8. Clarity of the structure of the material delivered	44
		9. Terms of use	46
		10. The material corresponds to the formulated purpose	48
		11. The material is easy to understand	48
		12. Depth of material delivered	44
		Number of Variables	271
3	Benefit	13. Make it easier for students to understand.	14
		14. Increase motivation in the teaching and learning process	14
		15. The subject is better understood	14
		Number of Variables	42

Based on the calculation results above, a score of 90.13% was obtained for all aspects of student instruments in the Small Group trial. According to the Assessment Size and Student Response Score Weighting, this score of 90.13% falls into the "Very interesting".

Large Group Trials

The results of large group data collection (30 students) are shown in Table 7 below.

Table 7. Results of Large Group Trials

No	Assessment Aspect	Alternative Answer Statement	Total
		1. The text is readable.	6 96
		2. Proportional formatting (formatting text and images)	5 95
1	Display	3. Suitability of background selection	4 91
		4. Readable text size and font	5 95
		5. Illustrations, colors, and supporting images	5 94
		6. Interesting media	7 97
		Number of Variables	568
			7. Suitability of the drawing to the material
		8. Clarity of the structure of the material delivered	7 96
2	Content of the material	9. Terms of use	5 95
		10. The material corresponds to the formulated purpose	5 95
		11. The material is easy to understand	8 98
		12. Depth of material delivered	5 94
		Number of Variables	570
3	Benefit	13. Make it easier for students to understand.	5 94

14. Increase motivation in the teaching and learning process	7	96
15. The subject is better understood	4	92
Number of Variables		282

Based on the calculation results above, students in the Large Group trial scored 88% on all aspects of the instrument. According to the Assessment Size and Student Response Score Weighting, this score of 88% falls into the category of "Very interesting".

Data Analysis

1) Material Expert Validation Data Analysis

The results of material expert validation data (Kiki Pratama Rajagukguk, M.Pd.) on the use of scramble media, based on data collection, reached a score of 92%. The score achieved is (92%), so it can be concluded that the score is "Very Decent." class. While the review score is 92%, including "Very solid, no revision needed."

Comments by Kiki Pratama Rajagukguk, M.Pd as a material expert validator, include (a) the "format" of scramble media, especially regarding: (1) the suitability of the material to the learning objectives and (2) the completeness of the learning aid material. Meanwhile, regarding the quality of learning aids in the form of scramble media according to Material Experts including the category "Right", (b) "Content of the material," which includes: the presentation of material by predetermined objectives, relevance to learning objectives, the accuracy of the media to the truth of the material, and suitability of the media to the truth of the material, categorized "Very Appropriate", and (c) "Language", namely "Adequacy of the use of the language used", rated as "Worthy".

2) Media Expert Validation Data Analysis

Results of data analysis of Media Expert validators (Mustafa Habib, M.Pd). The use of scramble media gets a score of 86.67%. It can be concluded that the score falls into the "Very Decent" category and does not need to be revised" (81%-100%).

Comments given by Mustafa Habib, M.Pd as Media Expert Validator include (a) "Very Appropriate" on the aspect of "Appearance" assessment, especially regarding: (1) the text reads well and (2) the correct color proportion. "Correct" (1) proportional layout (text and image layout), (2) selection of appropriate backgrounds, and (3) selection of appropriate fonts and font sizes; (b) "Very appropriate" from the aspect of assessing "Content/Material Conformity," especially in terms of "Image suitability to the material." "Decent" on "Accuracy of images used for clarity of material" and "Clarity of material description." "Sufficient Enough" refers to "The order in which the material is presented"; (c) "Very suitable" from the aspect of "Visual communication," especially about "Communicative" and "Simple and attractive." "Worthy" is given to "Creative," and (d) The color in the background of the scramble media must be the same.

3) Student Trials

Individual Trials

The results of the student test calculation, especially for individual tests, showed a score of 91.11%. This score of 91.11% is included in the quantitative assessment of the "Very interesting" category with the category "Sufficient, no revision needed".

Small Group Trials

The students' small group test calculation results, obtained a score of 90.13%. This score of 90.13% is included in the quantitative rating category "Very interesting." An individual trial score of 90.13% was confirmed in the eligibility category "Fully qualified, no revision".

Large Group Trials

The results of student trial calculations, especially for large group trials, obtained a score of 88%. This 88% score falls into the quantitative "Very Interesting rating category." From the research results above, scramble learning media in PKN subjects, Pancasila Class III material can be applied well as learning media suitable for use in class.

Discussion

The results of the research show that scramble learning media are suitable for improving the character of love for the homeland in the PKN Pancasila material. Scramble learning media is used so that students become accustomed to completing tasks independently by allowing all students to participate and play an active role in the learning process outlined. Students can explore their knowledge in the learning process without following the teacher's explanation. While in learning that uses conventional models and media, students are less interested and bored because students only receive material from existing books.

Students are more enthusiastic about receiving subject matter when using interesting models and media. Learning materials that interest students are easier to learn and store because interest contributes to learning activities. Student interest can be built by presenting lessons in various ways that stimulate students' curiosity and are packaged innovatively, creatively, and fun because elementary school-age students are very happy with activities that are not only about the cognitive aspect but also the psychomotor aspect of the student. So learning is not just sitting still in a chair and listening to the teacher's explanation. Students can stand, run, talk, sing, and discuss, but within the limits of a conducive learning process.

Learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulate the desire to learn, and even psychologically influence students. Learning will take place effectively through the use of learning media.

In learning, of course, teachers must pay attention to various factors that can affect learning activities in the classroom. One of the most important factors is how to make classroom learning not boring but fun, so teachers must make products or materials more

interesting, such as learning interspersed with games. That way, it can produce a product that arouses students' interest in learning.

According to (Sohimin, 2016), the scramble is a learning model that invites students to seek answers. As well as solving existing problems by distributing question sheets, answer sheets, and available alternative answers.



Figure 2. Classroom Learning Process

Steps in Scramble Learning Media Scramble learning can be implemented by following the steps below:

- a) The teacher presents material according to the subject; for example, "Pancasila".
- b) After explaining Pancasila, the teacher distributes worksheets with random answers.
- c) The teacher gives a certain amount of time to do the questions.
- d) Students do the questions based on the time set by the teacher Students do the questions based on the time set by the teacher.
- e) The teacher checks the length of time while checking the students' work.
- f) When the time to do the questions is up, students must collect answer sheets from the teacher. In this case, both prepared and unprepared students must collect the answers.
- g) The teacher conducts assessments both in class and at home. Surveys are conducted based on how fast students answer the questions and how many correct questions are.
- h) Teachers reward and recognize successful students and encourage unsuccessful students to answer quickly and correctly. Teachers reward and recognize successful students and encourage unsuccessful students to answer quickly and correctly.

Each learning model has its advantages and disadvantages, as well as the scramble learning model. According to (Sohimin, 2016), the benefits of the scramble learning model are:

- a) Each group member is responsible for everything that is done in the group and trains cohesiveness between students.
- b) This learning model allows students to learn from each other in a fun way. They can be creative and learn and think, learn something casually and not stress.
- c) Practicing certain skills can also build a sense of belonging.

- d) The material delivered through either method of the game is usually impressive and hard to forget.

While the weaknesses of the scramble learning model are:

- a) These lessons are sometimes difficult to plan because they clash with students' study habits; sometimes, they are unpredictable and changeable.
- b) Sometimes it takes a long time to implement, making it difficult for teachers to adjust to the predetermined time.
- c) As long as the success criteria are determined by the student's ability to master the subject matter, learning will be difficult for the teacher.
- d) Making noise, which disturbed the neighboring class. Often the learning process that takes place could be more effective.

When learning using scramble learning media in PKN Pancasila material, students actively learn by always responding to teacher questions and paying attention to learning. In addition, students also actively use scramble learning media provided by researchers according to their groups.

From the research results above, scramble learning media can be used as a special learning media in PKN Pancasila material.

D. Conclusion

Based on the findings carried out by the development of scramble learning media to improve the character of love for the homeland in the Pancasila material of class III PKN subjects at SD IT HAMAS STABAT, it can be concluded that the learning media developed in the research is feasible to be applied to learning. Scramble learning media can attract students' attention in learning about the importance of character love for the homeland because of the use of this learning media by learning while playing. The feasibility of this scramble learning media can be seen from the results of material validation and media validation results. The material validation results obtained a score of 92% in the very good category, while the media validation results obtained 86.67% in the very good category. The grade III elementary school teacher trial obtained a score of 90%, the individual trial obtained a score of 91.11%, the small group trial obtained a score of 90.13%, and the large group trial obtained a score of 88%. From the achievement of expert validation, this scramble learning media can be applied in learning by getting a fairly high feasibility test value.

The development of this scramble media can be hinted that it can be used as one of the supporting media for PKN SD class III subjects to improve the character of love for the homeland and also to create a conducive supporting atmosphere, and can be applied not only in grade III but can also be used in other classes.

The researcher's suggestion from the results of this study is that in applying scramble learning media, Pancasila material, PKN subjects in the learning process must continue to be carried out on other materials or subjects. Scramble learning media is produced with shapes and variations that can attract students' attention again.

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