

Application Model Learning Scramble Based Digital for Improve Learning Students in The Field of Fiqh Studies in MTS. R. Sholihin

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Abstract

Digital- based scramble learning model for increase results Study student field studies knowledge fiqh in MTS. R. Sholihin important so that student the more Spirit in Study. Like on title "model learning scramble digital based for increase results Study students in the field studies knowledge fiqh at MTS. R. Sholihin". Study This aim for increase Spirit child to learning digital based. Furthermore, in discussion This researcher use approach descriptive qualitative, between other through observation direct in school, do interview with informant and through documentation as supporting data that can be used used by researchers. In understanding Which currently discussed by researchers, integration is something Which connecting, connecting, unite something with object certain. Because basically every really liked the lesson Study while play. Eye lesson Which applied in madrasa This There is 12 Which will become knowledge for MTS student R. Sholihin. Education has objective for awaken interest child in learn on research This. Intended target is Madrasah Tsanawiyah. Objective education in Madrasah is for increase intelligence, knowledgeable broad, personable good, moral glorious, as well as capable life independent and continue education.

Keywords: Scramble, Digital, Learning Model.

1. Introduction

The problem of the scramble learning model is one scramble type cooperative learning model. According to (Damayanti 2010:3-7) scramble learning model is learning model Which use exercise the problem being worked on in a way groups in need exists Work The same between member group with think critical so that can more easy in look for solution question. The scramble learning model is also explained used for type game children who are exercise development and improvement outlook thinking vocabulary and mastery vocabulary student. Mastery vocabulary is something factor main in success somebody in skilled language, and more easy He accept information Good oral nor information writing. Like case Which stated by (Tarigan, 2011:85) that vocabulary can increase development activity write, speak, and listening. Mastery vocabulary own characteristics in ability speak ie use vocabulary Which his words in accordance with rules and spelling in Indonesian. In mastery vocabulary usual done by student's school base class IV in the form of vocabulary nature general. Vocabulary general This covers various type like vocabulary characteristic, vocabulary work, vocabulary object, vocabulary information.

Each vocabulary the Lots used student in communicate. In the process Study teach, Teacher always faced by a number of problem, Wrong the only one yes, that's the low ability student in control vocabulary. This matter Of course difficult for they for Can understand every sentences taught by the teacher. There is a number of possibility reason low ability student in in control vocabulary, among others students no motivated in language lesson Indonesia or student no own cost for buy book or dictionary.

Besides that, Possible lack of interest student in read or Possible method monotonous teacher teaching so that student feels bored road learning Language Indonesia. As one of the methods used by teachers to encourage students No fed up in follow lesson Indonesian, namely motivating activity student in learning Indonesian. Which focuses on improvement results Study student. Wrong One Method Which used Teacher is with apply and combine various learning models. Based on results observation Which done in MTS. R. Sholihin obtained information from a number of student that student think lesson Fiqh including eye lesson the hard one and confusing and just student certain just which is active and brave disclose the question on moment process learning taking place. Of 24 students in a way whole there were 16 students who did not Can vocabulary with good and right while 8 students Already Can in mastery the vocabulary. This is what gives impact on results Study students who are low on eyes lesson Indonesian. With see condition mark eye lesson Fiqh Which achieved student class VIII Which low. So from That strategy is needed for increase FIQIH learning. Based on description on researcher take title study application of learning models scramble digital based for increase results Study students in the field studies Fiqh Mts. R. Sholihin.

1.2 Identification Problem Based on background behind the problem above so researcher identify the problem among others:

1. Mastery vocabulary student Still low.
2. Application learning Not yet use model Scramble

1.3 Formulation Problem

Based on background behind the problem expressed in on so can formulated problem in study This is is Mastery Vocabulary Can Increase through Application Model Game Student Scramble Class VIII MTS. Riyadhus Sholihin single? THEORITICAL REVIEW

A. Understanding Model Learning Scramble

Implementation learning Which done in study This own a number of factor among them about model learning scramble. Model learning is something plan or pattern Which can used for form

curriculum (plan learning period long), plan ingredients learning, and guiding classroom learning Joyce and Weil (Rusman, 2012: 133). Learning model is something Suite from approach, strategy, methods, techniques, and tactics learning (Sutirman 2013: 22). Basically a learning model is form learning depicted from beginning until final presentation in a way specifically by teachers. (Joice Trianto, 2007: 2) learning model is something planning or that pattern can We use for designing patterns teach in a way stare face in in class or organize tutorials, and to determine materials/ devices learning including inside it books, film, type, program media computer, and curriculum (as course for Study). (Arends Trianto, 2007:2) state, "The term teaching model ref to a particular approx. to instructions that includes its goals, syntax, environment, and management system." It means term model is teaching leads on something approach learning certain including purpose, syntax, environment and system its management.

Based on a number of understanding in on, can concluded that model learning is something plan or pattern Which used in activity depicted learning process from beginning until with final, presented in a way typical by teachers as guidelines classroom learning as well as tutorials with use approach learning based on purpose, syntax, management environment (Miftahul, 2013:303). Learning model scramble is "Wrong One method learning Which can increase concentration and speed as well as accuracy think student". (Kokom Komalasari, 2017: 15) scramble originate from Language English Which means "struggle, struggle, the scramble learning model invites students to search for answers to a question creatively by method compile the letters that arranged in a way random so that form something the right and correct answer". Scramble is model learning Which invite student find answer and finish that problem There is with method share sheet question or sheet answer Which available. Model scramble learning is method Which shaped game random say, sentence, or paragraph (Sohimin, 2016: 166).

Scramble used for type game children who are exercise development and improvement outlook thinking vocabulary. In accordance with characteristic the answer (Sohimin 2016: 167) mentions that the scramble consists of on many kinds of form that is:

- a. Word Scramble, that is A game with compile letters which has shuffled the arrangement so that form a meaningful word, for example: Alpjera = Student, took- I -l = skin.
- b. Sentence Scramble, ie A game with compile sentence of the words that have been shuffled. Form sentence should logical, meaningful, appropriate, And Correct. For example: 1) go - mother - market- to Become: Mother go to market.
- c. Scramble Discourse, ie game compile discourse logical and meaningful. Arrangement results discourse in discourse scramble game should logical and meaningful.

- d. Paragraph Scramble, that is A game compile something paragraph based on sentences random.

Arrangement results paragraph should logical, and meaningful, for example: 1) In the morning follow go to market buy vegetables together Mother. 2) After Eat I help Mother wash plate. 3) Every day Sunday I help Mother. 4) Help Mother cook in kitchen.

Sentence random the arranged become sentence corollary: Every day Sunday I help Mom, help Mother cooking in the kitchen. In the morning follow go to the buying market vegetables together Mother, after Eat I help Mother wash plate. Circulate description above, yes concluded that learning scramble can have interpreted that is as game shuffle words with use exercise question as well as card answer random for arranged with form plans so that become say or correct answer. In research this, researcher will provide limitations in study. this limitation researcher will focus discuss type of word scramble, namely A games that arrange words and letters that have been changed or messed up location so that make a word certain Which meaningful.

B. (Steps) Model Learning Scramble

Scramble learning model, create appropriate question with competence Which want to achieved, make answer Which shuffled the letters, Teacher serve material in accordance competencies you want to achieve, share sheet Work to students (Darmadi, 2017: 41). According to Carving Taniredja, media and steps used in the scramble learning model is as following:

- a. Create appropriate media questions with desired competency achieved in learning.
- b. Create answer media Which shuffled the letters.
- c. first step the teacher presents material in accordance competence in achieved in learning.
- d. Step second share sheet Work to student.

Then Steps in model learning scramble (Miftahul Huda 2013: 304) that is as following:

1. Teacher prepare objective learning Which There is on indicator, explain material in accordance topic that is about material world maritime axis 17, Then utter the words or existing sentences in the material the in A cards sentence.
2. The teacher gives card questions and cards answer with arrangement random to students and students do question with method compile that answer suitable with card answer Which Previously Already shuffled the arrangement he said.
3. The teacher gives duration certain to student for do question Which has given.
4. Student must Can do questions and look for the answer in duration time Which Already determined. After finished do questions and duration given time has finished, student gather results work.
5. Teacher correct and give mark in accordance with results Which done by advanced students

forward for answer question with provision answer appropriate and fast and most Lots Correct.

As for steps in model learning scramble (Aris Sohimin 2017: 167) that is as following:

1. Preparation

At stage This is what the teacher prepared materials and media to be used in learning. Media used form card questions and cards answer, the previous one answer has shuffled the arrangement like that appearance. Then the teacher prepares cards as much group Which has shared and based on amount students in group. Teacher arrange things Which support process Study teach arrange place Sit down in accordance group Which has shared or inspect readiness student Study.

2. Activity Core

Explain material in accordance topic learning. Activity in stage This is each group do discussion for do questions and look for card question for suitable answer. Do discussion group bigto 18 analyze and listen results work that has been done agreed Then compare and study answer Which Correct.

3. Act Carry on

Activity follow carry on depends from results Study student. Example, gift task similar with material Which different. Based on a number of opinion para expert about steps in the scramble learning model above, in study This steps in scramble learning for do action, use learning scramble MTS. R. Sholihin in the process learning eye lesson fiqh class VIII MTS. R. Sholihin with material alms, grants and gifts.

3. Research Methods

In research This is the method used by researchers is through approach qualitative descriptive. With method study this is expected can produce that data factual Which in allotment to journal. Study descriptive is study Which aim for describe existing phenomena, namely phenomenon natural or phenomenon artificial man, or Which used for analyze or describe results subject, but No Intended for give implications Which more wide.

Researchers also collect data through several processes, viz do observation to school, which later can see in a way direct all activities at school these, as well make a number of question for do a number of interview to related sources with title related, then researchers toogather data through documentation for obtain data andinformation other in form practice directly, documents, images and in the form report as well as available information support from title researcher.

4. Results and Discussion

1. Excess Model Learning Scramble

Excess in model learning scramble that is as following: Any member group or every student responsible answer on all something Which done in activity Study teach.

a) Learning model This possible student for Study while play, they can get creative at a time Study

and think, learn something in a way Relax and no stressed.

- b) Apart from awakening excitement and train skills, models learning this can also be done cultivate a sense of discipline or discipline and solidarity between student.
- c) Material Which given through wrong One game usually will impressive and difficult for forgotten.
- d) Competitive nature in the learning model This can push student competing for do question Which given.
- e) Practice student for think fast and appropriate.
- f) Push student Study do question with answer random.
- g) Practice discipline student.
- h) All student can involve active.

Excess learning other significant scrambles, between other:

- a) Can make things easier student in control teaching materials, because student only complete something questions where the answer already separated only just student stay match it.
- b) Can make things easier for teachers convey teaching materials, because with refer on paper Work Which has determined student will study it in a way carefully.
- c) Increase motivation Study students, because be equipped with paper Work Which has prepared previously.
- d) Practice student for think in a way critical, because without exists thought which critical, student no will capable complete question in accordance Which desired. Based on opinion above, that scramble learning has Another advantage compared to the learning model other. Learning model This very appropriate for applied in process learning geography especially on material axis world maritime so that it can help accuracy and speed student for think active in answer question, creative and results Which maximum based on score answer the most and fastest.

2. Lack Model Learning Scramble

Lack or weakness model learning scramble (Miftahul Huda, 2016: 306) that is:

- a) Sometimes in implementing it, requires time that long so that Teacher difficult adapt with time Which has determined.
- b) Student accept material just raw need processed with Good.

Weakness furthermore namely what was stated by (Aris Shoimin 2016:168) put forward that:

- a) Learning This sometimes difficult in design it Because hit with habit student in Study.
- b) Sometimes in implementing it, requires time that long so that Teacher suits adapt with time

Which too determined.

- c) During the criteria success Study determined by ability student control material lesson, learning This will difficult implemented Teacher.
- d) Game method This usually give rise to voice rowdy. This matter clear bother class Which close by.

Weakness model learning scramble is:

- a) Will difficult for Teacher when material Which be delivered introduction beginning.
- b) It is difficult for teachers who are lacking understand about grille making question with model learning scramble.
- c) Found exists no match between statement with completeness say answer.
- d) Student feel this model no study, but just playing around.

Some of the opinions above show that weaknesses usually exist In the scramble learning model, students can copy answers friends, lazy to think critically, students are not trained to think creatively, Because answer already available.

5. Conclusion

Conclusion based on results and discussion that is application model learning scramble can increase results Study student with method:

1. Motivating students to more prepare self Again when exam will take place and the teacher announces results test end cycle I nor cycle II so that students more motivated for repair and increase results learn it on the test end cycle furthermore. Teacher also appealed to student for Serious in do test end Study each cycle and Teacher Also say to student that mark test every cycle also influential to mark report card.
2. Give instruction and emphasize to student for more be careful in answer question, remind student for make formula generally moreover before, like question look for wide rectangular nor triangle That Right There is formula generally, so for Formerly formula generally then Later insert the numbers as well as make units and conclusions end answer to each answer question.
3. Give guidance to students who experience difficulty moment discussion finish sheet question that is with help inspect answer students at the time student the finish questionas well as direct student to in the formula will used in solution question the.

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