Andragogi Jurnal Pendidikan dan Pembelajaran
Vol 4, No. 1, March 2024, DOI: https://doi.org/10.31538/adrg.v4i1.1293
E-ISSN 2807-8233 pp. 65-78

Improving Students' Critical Thinking Skills Through the Application of the Scramble Learning Model

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Keywords:
Scramble; Critical Thinking Ability; Fiqh.

Abstract

The problem underlying this research is the low level of students' critical thinking skills. One alternative learning that can be applied to improve students' critical thinking skills is the scramble learning model. This research aims to determine how the scramble learning model can improve students' critical thinking skills in fiqh subjects. The method used in this study is an experimental method with a pretest-posttest control group design research design. The study was conducted at MTs Negeri 2 Mojokerto. This study uses 2 classes, namely class VII E as an experimental class and class VII H as a randomly selected control class. The instrument used was a critical thinking ability test. In this study, quantitative data were analyzed using statistical analysis of the t-test to see an increase in students' critical thinking skills. Based on the analysis of students' critical thinking test results obtained, the gain score of the experimental class is higher than the control class, which is 133 for the experimental class and 65 for the control class. After knowing the gain score, an independent sample t test was conducted with the result of a sig (2-tailed) value of 0,000 and smaller than 0,05. Thus it can be concluded that there are significant differences.

Kata kunci:
Scramble; Kemampuan Berpikir Kritis; Fiqih

Article history:
Received: 15-02-2024
Revised 13-05-2024
Accepted 26-08-2024

Abstrak

Permasalahan yang melatarbelakangi penelitian ini ialah masih rendahnya tingkat kemampuan berpikir kritis peserta didik. Salah satu alternatif pembelajaran yang dapat diterapkan untuk meningkatkan kemampuan berpikir kritis peserta didik adalah dengan model pembelajaran scramble. Tujuan yang ingin dicapai dalam penelitian ini adalah untuk mengetahui peningkatan kemampuan berpikir kritis peserta didik pada mata pelajaran fiqih melalui model pembelajaran scramble. Metode yang digunakan dalam penelitian ini adalah metode eksperimen dengan desain penelitian pretest-posttest control group design. Penelitian dilaksanakan di MTs Negeri 2 Mojokerto. Penelitian ini menggunakan 2 kelas yaitu kelas VII E sebagai kelas eksperimen dan kelas VII H sebagai kelas kontrol yang dipilih secara random. Instrumen yang digunakan adalah berupa tes uji kemampuan berpikir kritis. Dalam penelitian ini diperoleh data kuantitatif yang dianalisis dengan menggunakan analisis statistik uji t untuk melihat peningkatan kemampuan berpikir kritis peserta didik. Berdasarkan analisis hasil tes berpikir kritis peserta didik diperoleh nilai gain score kelas eksperimen lebih tinggi dari pada kelas kontrol yaitu 133 untuk kelas eksperimen dan 65 untuk kelas kontrol. Setelah mengetahui nilai gain score, maka dilakukan uji independent sample t test dengan hasil nilai sig (2-tailed) 0,000 dan lebih kecil dari 0,05. Dengan demikian dapat disimpulkan bahwa terdapat perbedaan yang signifikan.

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INTRODUCTION

Education is a typical human problem; only humans in their lives and lives have educational problems. Human needs for change and development can be met by implementing education. Humans without change and development will not be able to continue their lives (Umam, 2019). Education has a vital role in life, both national and state life. Because the quality of education of the nation itself influences the progress of a nation (Adhikari & Shrestha, 2022). Higher education can produce quality human resources (Kango, Kartiko, & Maarif, 2021). Concerning improving the quality of national education, the government has made efforts to improve the quality of education by implementing several policies such as improving the curriculum, providing learning materials, improving the quality of educators and learning facilities (Hidayat, 2020; Munir, 2009). In addition, the government is also trying to make various efforts to improve the quality of education. These efforts include all components in education, including the development of teaching and learning models and approaches, because teaching and learning models and approaches are the first steps to achieving the desired goals in a learning process (Mubarokah, Azizah, Riyanti, Nugroho, & Sandy, 2021).

Learning is an effort or activity carried out by educators in order to make students learn. Effective learning is a teaching and learning process that is not only focused on the results to be achieved by students, but also how an effective learning process can provide good understanding and can provide behavioral changes that are applied in everyday life. Currently, there has been a shift in the pattern of the teaching system, namely from educators who dominate the class to educators as facilitators in the learning process (U. Farida, Agustini, & Wakhyudin, 2017). In order to achieve learning objectives, educators must be able to apply learning models that can motivate students and direct students to improve their critical thinking skills in order to solve a problem in learning. Students' critical thinking skills can be improved by applying a student-centered learning model. Critical thinking is making reasonable judgments. Critical thinking is used as a criterion for assessing the quality of something, from the simplest activities such as normal daily activities. This critical thinking ability can be trained in any madrasah through a learning process that is innovative, creative, and fun (N. R. N. Farida, Ma`arif, & Kartiko, 2021).

In the process of achieving learning objectives, various obstacles and barriers often arise in the field of education, both obstacles from within and obstacles from outside education. However, many of the problems that arise originate from within the world of education itself, such as educators, students, curriculum, educational facilities, and the learning models used (Widiawati & Chandra, 2018). In formal educational institutions, subjects are divided into 2 (two) categories, namely general subjects and religious subjects. One of the learning in the scope of Islamic religious education (PAI) in madrasah is the subject of fiqh. Fiqh learning is based on activities that allow students, both individually and in groups, to be more active in responding to the learning received. However, in reality in madrasahs, fiqh learning still uses a monotonous learning model. In this case, educators pay less attention to whether students have or

have not obtained meaningful learning experiences. The still low level of mastery of the material, the use of less than optimal learning models, and the lack of interest of students in fiqh lessons which are considered monotonous lessons are one of the causes of the achievement of learning objectives being hampered. Therefore, educators must be able to manage the class well and create a conducive learning atmosphere, namely learning that is designed so that students are happy and do not feel bored in following the learning process and have good critical thinking skills (Halimurosid, Syafe'i.R, & Fathurrohman.A, 2021; Minsih & D, 2018). Based on this, there needs to be an effort to find a solution as a problem solving. One of them is by using a learning model that is able to create a new atmosphere that is fun and can be applied in the learning process to improve students' critical thinking skills.

Games are one way that can help achieve the objectives of the learning process if various problems are found in the implementation of learning, such as students feeling bored and lazy to follow the learning and student competencies that are still considered low in certain subjects. One of the games in question is scramble which is modified into a learning model. The scramble learning model is a learning model by distributing question cards and answer cards accompanied by available alternative answers. Students are expected to be able to find answers and ways to solve existing questions. Aris Shoimin in his book explains: "The scramble learning model is a learning model that aims to invite students to find answers and solve existing problems by distributing question sheets and answer sheets accompanied by available alternative answers," (Ahmad, Jafar, Hendri, Qurba, & Ingriza, 2022; Sumira, Deasyanti, & Herawati, 2018) This learning model is a learning model that emphasizes the learning process in groups. The scramble learning model usually uses smart cards to write down questions and answers that have been arranged randomly. The scramble learning model requires students to be involved in groups that have been selected randomly and help each other. Below are the steps of the scramble learning model according to Syifa S. Mukrimaa as follows: First, make question cards according to the teaching material (educators make question cards according to the material that will be presented to students). Second, make answer cards with randomization (educators make alternative answers whose arrangement is randomized according to the answers to the questions available on the question cards). Third, present the material (educators present teaching materials to students). Fourth, distribute answer cards to groups (educators distribute question cards and distribute answer cards to each group). Fifth, students work on question cards in groups (students work on questions on question cards in groups). Sixth (students look for the answer to each question on the question card (students arrange the answers to each question and match them to the question card so that they form the correct answer) (Faudzan & Lutfi, 2022)

The scramble learning model is a learning model that allows students to be active in learning and can make it easier for students to answer a question. So far, the learning model has an activity plan that needs to be developed in order to achieve learning objectives. One of the learning objectives that students will achieve is to instill and teach

students to think critically. Critical thinking skills are one component in the high-level thinking process, using the basis of analyzing arguments and generating insights into each meaning to develop logical reasoning patterns. John Dewey, who is dubbed the father of the critical thinking tradition, argues that: "Critical thinking is an active, continuous, and careful consideration of a belief or form of knowledge that is taken for granted in terms of the reasons that support it and the further conclusions that are its tendencies,"(Kwok et al., 2023).

One of the goals of critical thinking is to be able to solve a problem well. Problem solving is not a simple act, but more complex than expected, problem solving requires a variety of thinking skills such as observing, describing, analyzing, clarifying, interpreting, criticizing, and drawing conclusions based on information that has been collected and processed (Sukmawati, 2021). To solve problems we must be able to obtain and limit information, display it from memory and then process it with the intention of finding new relationships, patterns, or choices. Problem solving can be called rational decision making. In relation to student problem solving in madrasah, Ramayulis in his book wrote: "The problem solving method is a way of presenting lessons by encouraging students to find and solve a problem or issue in order to achieve learning objectives."

An educator must be able to create learning that trains students' critical thinking skills to find information independently and actively in order to create cognitive structures in students (Nuryanti, Zubaidah, & Diantoro, 2018). Efforts to develop students' optimal critical thinking skills require interactive classes, students are seen as thinkers, not as those being taught, and educators act as mediators, facilitators, and motivators who help students in learning. Therefore, the development of a game-based learning model is expected to overcome the problems that hinder students, so that students are more enthusiastic in following the teaching and learning process and are able to help students in the process of thinking critically on the subjects they receive. In addition, to strengthen the assumption, previous research using the scramble learning model showed that this model has a positive impact, meaning that this learning model is effective in improving students' critical mathematical thinking skills. (Manalu & Siregar, 2019).

METHODS

This research is included in the type of experimental quantitative research. (Fotheringham, 1997). This research can be interpreted as a type of research method used to find the effect of specific treatments on others in controlled conditions. This type of research is part of a quantitative method that has its own characteristics, especially with the presence of a control group (Sugiyono, 2010).

The experimental design used in this study is true experimental design, said to be true experimental (true experiment), because in this design the researcher can control all external variables that affect the course of the experiment. Thus, the quality of the research design implementation can be high. The main characteristic of true experimental is that the samples used for the experimental and control groups are taken

randomly from a certain population. So, the characteristic of this study is the existence of a control group and samples are selected randomly (Sugiyono, 2010). Here, two forms of true experimental design are presented, namely pretest group design and posttest only control group design. However, the one used is pretest-posttest control group design on the grounds that a pretest is needed to find out the first value and another test called a posttest is given to the control class and the experimental class after the experimental class is given treatment in the form of a scramble learning model.

The population in this study were all students at MTs Negeri 2 Mojokerto. From the population of classes VII, VIII, and IX of MTs Negeri 2 Mojokerto totaling 849 students, the author used a purposive sampling technique to determine the sample to be studied, with this technique the author decided to use the population of class VII on the grounds that it can help class VII to introduce, build, and explain early on the nature of a good and correct scramble learning model from the beginning of their entry into MTs level.

The research instrument used by the author is a type of instrument in the form of a test. In this study there are two test tests, namely a pretest conducted before treatment is given and a posttest conducted after treatment is given. This test is to measure the extent of students' critical thinking skills on the material of sunnah muakkad prayer, sunnah ghairu muakkad prayer, and the wisdom of sunnah prayer. Before being distributed to the research field, an instrument needs to be tested for validity and reliability first. Validity testing is carried out to determine the conditions that describe the level of the instrument in question is able to measure what will be measured and show the level of validity of a test. While the reliability test is carried out to determine the accuracy of an instrument in measuring the same symptoms even though at different times.

The data collection techniques used were tests, observations, and documentation. Meanwhile, the data analysis technique used was to first conduct a prerequisite analysis test which included a normality test and a homogeneity test between subjects in the experimental class and the control class. Then a hypothesis test was carried out using the t-test (Lerche, 2012).

RESEARCH RESULTS AND DISCUSSION

Result

To obtain data on students' critical thinking skills in the subject of fiqh from this study, the researcher conducted an initial test or what is commonly called a pretest in order to find out the scores of the two groups whether this study started from the same two groups. Furthermore, to find out whether there was a difference between the two groups that had been given treatment in each class, the researcher conducted a second test which is commonly called a posttest.

This study consisted of 32 respondents for the experimental class and 32 respondents for the control class and there were 20 instruments in the form of critical

thinking ability tests. 1 (one) value for 1 correct question choice and 0 (zero) value for 1 wrong question choice with the final value rounded up to 5 values.

Based on field data, it can be obtained that the average score of students in the experimental class before being given treatment in the form of a scramble learning model was 62 where this value is included in the category below the KKM. While the average score of students in the control class before the conventional learning model was applied was 58 where this value is included in the category below the KKM.

Meanwhile, the average value of students in the experimental class after being given treatment in the form of a scramble learning model was 83, which is included in the moderate category. Meanwhile, the average value of students in the control class after being applied to the conventional learning model was 68, which is included in the category below the KKM. Thus, the experimental class obtained a higher average value than the control class. To clarify the description of the data above, it can be visualized in the form of a table below:

Table 1 Pretest and Posttest Result Data

Class	Test Type	Average Score	Category
Experiment (VII E)	*Pretest*	62	Below KKM
Control (VII H)	*Pretest*	58	Below KKM
Eksperimen (VII E)	*Posttest*	83	Medium
Experiment (VII H)	*Posttest*	68	Below KKM

After knowing the data from the pretest and posttest results of the experimental class and control class, data analysis was carried out with the analysis prerequisite test (normality test and homogeneity test) and hypothesis test. The normality test was carried out to determine whether the data was normally distributed or not, with the provision that if the sig value> 0.05 then the data was normally distributed and if the sig value <0.05 then the data was not normally distributed. In calculating the normality test, the SPSS 20 for windows program was used with the Kolmogorov-Smirnov test. The results of the normality test can be seen in the table below.

Table 2 Results of the Experimental Class Pretest Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.146	32	.081	.967	32	.433

a. Lilliefors Significance Correction

The table above shows that the experimental class pretest data is normally distributed. This can be seen from the pretest results of 0.081 and this value is greater than 0.05.

Table 3 Results of the Pretest Normality Test for the Control Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Class Control	.150	32	.064	.942	32	.084

a. Lilliefors Significance Correction

The table above shows that the pretest data of the control class is normally distributed. This can be seen from the pretest results of 0.064 and this value is greater than 0.05.

Table 4 Results of the Posttest Normality Test for the Experimental Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.143	32	.096	.944	32	.094

a. Lilliefors Significance Correction

The table above shows that the posttest data of the experimental class is normally distributed. This can be seen from the posttest results of 0.096 and this value is greater than 0.05.

Table 5 Results of Posttest Normality Test for Control Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Class Control	.147	32	.078	.965	32	.365

a. Lilliefors Significance Correction

The table above shows that the posttest data of the control class is normally distributed. This can be seen from the posttest results of 0.078 and the value is greater than 0.05. After the data is declared normally distributed, a homogeneity test is then carried out to determine whether the sample comes from a population that has the same variation (homogeneous) or not, meaning that the sample used in this study can represent the entire population. The homogeneity test uses the help of the SPSS 20 for windows program with the Levena test. The results of the homogeneity test can be seen in the following table:

Table 6 Results of the Pretest Homogeneity Test for the Experimental Class and Control Class

Test of Homogeneity of Variances

Students' Critical Thinking Skills

Levene Statistic	df1	df2	Sig.
.894	1	62	.348

The calculation results above show that the significance value is 0.348. This means that the sig level>0.05. So, it can be concluded that the data is homogeneous.

Table 7 Results of the Posttest Homogeneity Test for the Experimental Class and Control Class

Test of Homogeneity of Variances

Students' Critical Thinking Skills

Levene Statistic	df1	df2	Sig.
1.204	1	62	.277

The calculation results above show that the significance value is 0.277. This means that the sig level>0.05. So, it can be concluded that the data is homogeneous.

The researcher will analyze the hypothesis test using the SPSS 20 for windows program based on this research. The hypotheses that will be tested in submitting this hypothesis are as follows:

First, Alternative hypothesis (Ha): "There is an influence of the scramble learning model on students' critical thinking skills in fiqh subjects at MTs Negeri 2 Mojokerto."

Second, Null hypothesis (Ho): "There is no influence of the scramble learning model on students' critical thinking skills in fiqh subjects at MTs Negeri 2 Mojokerto."

Tabel 8 Hasil Uji *Paired Sample T Test* Kelas Eksperimen

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	*Pretest*_Eksperimen - *Posttest*_Eksperimen	-20.781	10.326	1.825	-24.504	-17.058	-11.384	31	.000

The paired sample t test of the experimental class sig value (2-tailed) is 0.000, which is smaller than 0.05. Thus, there is a significant difference between the pretest and posttest results of the critical thinking skills of students in the experimental class, because sig (2-tailed) is smaller than 0.05, then Ha is accepted and Ho is rejected.

Table 9 Results of Paired Sample T Test for Control Class

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	*Pretest*_Kontrol - *Posttest*_Kontrol	-10.156	8.751	1.547	-13.311	-7.001	-6.565	31	.000

The paired sample t test of the control class sig value (2-tailed) is 0.000, which is smaller than 0.05. Thus, there is a significant difference between the pretest and posttest results of the critical thinking skills of students in the control class, because sig (2-tailed) is smaller than 0.05, then Ha is accepted and Ho is rejected.

Tabel 10 Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Kemampuan_Berpikir_Kritis_Peserta_Didik	Equal variances assumed	2.443	.123	4.440	62	.000	2.125	.479	1.168	3.082
	Equal variances not assumed			4.440	60.377	.000	2.125	.479	1.168	3.082

The independent sample t test of the experimental class and the control class is 0.000. Thus it can be concluded that there is a significant difference in the critical thinking ability of students in the experimental class and the control class, because the

significance value is less than 0.05, namely 0.000. And the hypothesis Ha is accepted and Ho is rejected..

Discussion

Based on the known research results, the pretest and posttest values are the values used as the initial and final data of students. The pretest and posttest values were taken from the experimental class and the control class. The data obtained in this study were processed using the SPSS 20 program. In processing the research data, one of the tests was the testing of the research hypothesis using two types of tests, namely the paired sample t test and the independent sample t test.

Hypothesis testing in the paired sample t test of the experimental class for the Sig value (2-tailed) is 0.000, because the Sig value (2-tailed) is less than 0.05, there is a significant difference in students' critical thinking skills between the pretest and posttest results of the experimental class. Likewise, in the control class there is a significant difference in students' critical thinking skills between the pretest and posttest results, because the Sig value (2-tailed) is 0.000.

In both classes, the experimental class and the control class experienced significant changes in students' critical thinking skills, both using the scramble and conventional learning models. But by looking at the gain score values of the two classes, namely for the experimental class of 133 and the control class of 65, we can conclude that even though both classes experienced changes in learning outcomes, there was a significant difference in learning outcomes, because the gain score value of the experimental class was higher than the control class, and was strengthened by the results of the independent sample t test on the gain score value, there was a significant difference because the Sig value (2-tailed) was 0.000 and this value was less than 0.05..

Referring to the theory used in this study, the scramble learning model is a game-based learning model used to improve students' critical thinking skills and invite students to be able to solve existing problems. The scramble learning model does not expect students to learn only by listening, taking notes, then memorizing the material, but through the scramble learning model students are expected to be able to think critically (observe, describe, interpret, and conclude) a problem from the material being studied. So by applying the scramble learning model, it is hoped that little by little the students' mindset can develop further (Hoerudin, 2023; Ilela, Laamena, & Tamalene, 2021).

In this study entitled The Influence of Scramble Learning Model on Students' Critical Thinking Skills in Fiqh Subjects at MTs Negeri 2 Mojokerto by looking at the explanation above, it can be seen that the scramble learning model affects students' critical thinking skills, and this study supports the theory that has been used by researchers put forward by Aris Shoimin in his book, that the scramble learning model can improve students' critical thinking skills. This is in line with the research conducted by Atina Rusydah, Faculty of Science and Technology, Walisongo State Islamic University, Semarang with the title of research on the effectiveness of the scramble

learning model on students' mathematical communication on the set material of class VII MTs Istifaiyah Nahdliyah (MTs-IN) Banyurip Ageng, Pekalongan City, academic year 2017/2018. The results of the study showed a difference in students' mathematical communication between the experimental class using the scramble learning model and the control class using the conventional learning model. And the experimental class had better results compared to the control class. This difference can be seen from the average value of the mathematical communication ability of the experimental class which is 81.67, while the average value of the mathematical communication ability of the control class is 77.84. So, it is clear that there is a difference in mathematical communication between the experimental class and the control class.

In line with the thesis entitled the influence of the scramble learning model on numerical ability in terms of the intelligence quotient (IQ) of high school students written by Weni Saputri, Department of Mathematics Education, Faculty of Tarbiyah and Teacher Training, UIN Raden Intan Lampung, the results of the study showed that there was an increase in students' numerical ability in the experimental class after being given treatment with the scramble learning model. This is evidenced by the average results obtained by the two groups, namely the experimental group of 0.71 and the control group of 0.66. The experimental group got higher results than the control group.

The journal entitled the effectiveness of the scramble learning model on critical thinking skills was written by (Anriani, Jamaluddin, & Primadoniati, 2024; Dimyati, Toenlioe, & Adi, 2019), In the results of this study, there was an increase in students' critical thinking skills after the application of the scramble learning model. This can be seen that before the application of the scramble learning model, students' critical thinking skills were in the less category with an average of 51.23 and after the application of the learning model, students' critical thinking skills increased and were in the very good category with an average of 85.52.

CONCLUSION

Based on the results of quantitative research using experimental methods and using tests to obtain data on students' critical thinking skills in the subject of fiqh MTs Negeri 2 Mojokerto, it can be concluded that the critical thinking skills of students in the experimental class and control class have significant differences after the application of the scramble and conventional learning models. Both classes experienced significant changes in students' critical thinking skills in the pretest and posttest both after the application of the scramble learning model and the conventional learning model. Although they have equally significant changes, there are differences in the gain score values. The gain score value of the experimental class is higher than the control class, which is 133 for the experimental class and 65 for the control class. So, the use of the scramble learning model is higher in influencing students' critical thinking skills and is strengthened by the results of the independent sample t test on the gain score value which shows a significant difference, because the Sig value (2-tailed) is 0.000 where the value is smaller than 0.05. Thus, it can be concluded that the scramble learning model

can improve students' critical thinking skills and is suitable for application in the learning process in the classroom. This is because students are so enthusiastic in receiving lessons through game models such as the scramble learning model. Based on the conclusions of this study, the suggestion submitted by the researcher is for class teachers/Islamic religious education (PAI) subjects to have creativity and learning innovation that is applied in the teaching and learning process in the classroom, so that the abilities possessed by students can develop optimally. As for readers of the results of this study, it is recommended to conduct further research to complement the shortcomings in this study. So that further research can be used as an accurate reference.

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