

ABSTRAK

Pitri Handayani: Pengaruh Metode Pembelajaran *Scramble* Terhadap Hasil Belajar Kognitif Siswa Mata Pelajaran IPS Kelas III SDN 88 Singkawang. **Skripsi ISBI Singkawang 2025.**

Penelitian ini bertujuan: 1) Untuk mengetahui perbedaan hasil belajar kognitif pada siswa kelas eksperimen dengan metode *scramble* dibandingkan siswa kelas kontrol metode langsung pada kelas III SDN 88 Singkawang; 2) Untuk mengetahui seberapa besar pengaruh metode pembelajaran *scramble* terhadap hasil belajar kognitif siswa kelas III SD Negeri 88 Singkawang. Desain dalam penelitian ini yaitu *post-test only*. Populasi dalam penelitian ini adalah siswa kelas III SDN 88 Singkawang yang berjumlah 48 siswa. Instrumen penelitian adalah soal *post-test* hasil belajar kognitif mata pelajaran IPS. Uji prasyarat menggunakan uji normalitas dan homogenitas dengan taraf signifikansi 5% dan untuk uji hipotesis menggunakan uji t-dua sampel dan *Efect Size*. Hasil penelitian ini dibuktikan dengan uji t-dua sampel yaitu diketahui t hitung = 4,059 dan t tabel = 2,012 diperoleh t hitung > t tabel = 4,059 > 2,012 maka H_0 diterima maka terdapat perbedaan hasil belajar kognitif IPS siswa antara kelas eksperimen dan kelas kontrol. Hasil uji *effect size* diperoleh nilai 1,68 sehingga menunjukkan bahwa terdapat pengaruh metode pembelajaran *scramble* terhadap hasil belajar kognitif mata pelajaran IPS siswa dengan kategori tinggi.

Kata kunci: Metode *Scramble*, Hasil Belajar Kognitif, Mata Pelajaran IPS

ABSTRACT

Pitri Handayani: The Effect of the Scramble Learning Method on Cognitive Learning Outcomes of Students in Social Studies for 3rd Grade at Elementary School 88 Singkawang. **Thesis ISBI Singkawang 2025.**

This study aims to: 1) determine the difference in cognitive learning outcomes between students in the experimental class using the scramble method and those in the control class using the conventional method in the 3rd grade at Elementary School 88 Singkawang; 2) assess the extent of the effect of the scramble learning method on cognitive learning outcomes of students in the 3rd grade at Elementary School 88 Singkawang. The research design used was the post-test-only design. The population of this study consisted of 48 students from the 3rd grade at Elementary School 88 Singkawang. The research instruments were post-test questions on cognitive learning outcomes in social studies subjects. Prerequisite tests were conducted using normality and homogeneity tests with a significance level of 5%, and hypothesis testing was carried out using the two-sample t-test and Effect Size. The results of the study were proven with the two-sample t-test, which showed $t_{\text{calculated}} = 4.059$ and $t_{\text{table}} = 2.012$. Since $t_{\text{count}} > t_{\text{table}}$ ($4.059 > 2.012$), the alternative hypothesis (H_a) was accepted, indicating a significant difference in cognitive learning outcomes between the experimental and control classes. The effect size test resulted in a value of 1.68, indicating a high effect of the scramble learning method on cognitive learning outcomes in Social Studies.

Keywords: Scramble Method, Cognitive Learning Outcomes, Social Studies Subjects