

Tsasya Salsabila. 2023. *Pengaruh Model Pembelajaran Scramble Berbantuan Puzzle Terhadap Hasil Belajar Siswa Pada Materi Bahasa SQL Dasar*. Skripsi, Program Studi Pendidikan Informatika, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura.

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ABSTRAK

Keaktifan siswa yang tidak menudukung sehingga berdampak pada kesulitan siswa memahami materi dalam belajar dapat diakibatkan oleh model pembelajaran kurang tepat. Berdasarkan hasil wawancara dengan guru Basis data di SMKN 1 Kamal, didapat hasil belajar siswa banyak tidak mencapai KKM. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran scramble terhadap hasil belajar siswa pada mata pelajaran basis data kelas XI RPL. Penelitian ini berjenis kuantitatif dengan *Nonequivalent Control Group Design* dengan populasi 57 siswa, dimana kelas XI RPL 2 sebagai kelas eksperimen dan kelas XI RPL 1 sebagai kelas kontrol. Pengumpulan data menggunakan instrumen tes, observasi, dan angket. Didapatkan hasil penelitian yaitu, (1) Hasil uji signifikan menyatakan terdapat pengaruh signifikan antara model pembelajaran scramble dengan hasil belajar (ranah kognitif) dengan hasil $2,094 > 2,056$, maka H_0 dinyatakan ditolak. (2) aktifitas guru memperoleh presentase 84%, berkategori “Baik” dan aktifitas siswa memperoleh presentase 82% berkategori “Baik”. (3) Respon siswa untuk pembelajaran dengan model pembelajaran scramble mendapatkan presentase 84%, berkategori “Sangat Kuat” atau mendapat respon baik dari siswa. Jadi dapat disimpulkan bahwa terdapat pengaruh model pembelajaran scramble berbantuan puzzle terhadap hasil belajar siswa kelas XI RPL pada mata pelajaran Basis Data di SMKN 1 Kamal.

Kata Kunci: hasil belajar, *scramble*, puzzle, Bahasa SQL dasar.

Tsasya Salsabila. 2023. *The Effect of Scramble Learning Model Assisted by Puzzle on Student Learning Outcomes on Basic SQL Language Material*. Thesis, Informatics Education Study Program, Faculty of Education, Universitas Trunojoyo Madura.

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ABSTRACT

Unsupportive student activeness that has an impact on students' difficulty understanding the material they are learning can be caused by inappropriate learning models. Based on the results of interviews with Database teachers at SMKN 1 Kamal, it was found that many students' learning outcomes did not reach the KKM. This study aims to determine the effect of the scramble learning model on student learning outcomes in the XI RPL class database subject. This research is quantitative with Nonequivalent Control Group Design with a population of 57 students, where class XI RPL 2 as the experimental class and class XI RPL 1 as the control class. Data collection uses test instruments, observation, and questionnaires. The results of the study were obtained, namely, (1) The results of the significant test stated that there was a significant influence between the scramble learning model and learning outcomes (cognitive domain) with the results of $2.094 > 2.056$, then H_0 was rejected. (2) Teacher activities obtained a percentage of 84%, categorized as "Good" and student activities obtained a percentage of 82%, categorized as "Good". (3) Student responses to learning with the scramble learning model get a percentage of 84%, categorized as "Very Strong" or getting a good response from students. So it can be concluded that there is an effect of the puzzle-assisted scramble learning model on the learning outcomes of XI RPL class students in Database subjects at SMKN 1 Kamal.

Keywords: *learning outcomes, scramble, puzzle, basic SQL language.*