

Implementation of Scramble Type Cooperative Learning Method in Improving Creative Thinking Skills of Arabic Language Subject Students at MIN 11 Blitar

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ABSTRACT

Learning methods play a vital role in education by helping teachers deliver material effectively. In today's context, creative learning methods are essential to make lessons more engaging and meaningful. This study focuses on implementing the scramble-type cooperative learning method, integrated with the traditional game "gederek," to improve students' creative thinking skills in Arabic language classes at MIN 11 Blitar. The study aims to describe the planning, implementation, and impact of this learning method. Using a qualitative approach, data were collected through interviews, observations, and documentation. The research was driven by the issue of monotonous teaching methods, which often lead to student disengagement. To address this, one Arabic teacher applied the scramble method, involving games and group discussions, where students answered Arabic vocabulary questions in a fun and interactive manner. The implementation aligned with the lesson plan and led to positive outcomes. Students were more active, creative, and engaged in collaborative learning, showing an ability to generate original ideas. In conclusion, the scramble-type cooperative learning method proved highly effective at the Madrasah Ibtidaiyah level. It not only enhanced students' creative thinking skills but also created a more dynamic and enjoyable learning environment. The method successfully met the indicators of creative thinking.

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1. INTRODUCTION

The progress of a country cannot be separated from the role of education. Education is the most important part in realizing the quality of human resources. A country can be said to be advanced if it has quality education so that it can produce skilled, intelligent, creative and innovative graduates who are expected to contribute intelligent thoughts to the progress of their country. The desired education can be implemented through a more meaningful learning process for students. The learning process is an effort to transfer knowledge from teacher to student, which requires appropriate techniques or methods so that the

information delivered can be well received by students. Learning methods have a very big influence on teaching and learning activities, in addition to the central role of teachers in choosing methods that are appropriate to student character, teachers must also maximize the advantages of the learning method by minimizing its shortcomings. Because basically every learning method must have its own advantages and disadvantages. Method is a way that is commonly used to deliver lessons to students or apply theories that have been learned to achieve learning goals. So the method can be interpreted as a structured procedure for presenting lesson materials to students [1]. Learning method is an activity carried out by an educator in a certain way to change the behavior of students that is not good to a better direction. The method used by teachers to interact with students during the learning process. This means that the method is a way used by teachers to convey learning materials to students. The learning method needs to be adjusted to the needs and materials taught [2].

Learning method is an activity carried out by an educator in a certain way to change the behavior of students that is not good to a better direction. The method used by teachers to interact with students during the learning process. This means that the method is a way used by teachers to convey learning materials to students. The learning method needs to be adjusted to the needs and materials taught. Learning methods can also be interpreted as ways of presenting learning materials carried out by educators so that the learning process occurs in students in an effort to achieve goals. The goals to be achieved in the learning process are of course the level of success of the learning and the use of appropriate learning methods [3]. Therefore, from the discussion above regarding the learning method, it can be concluded related to the definition of the learning method, which is a way used by educators to implement plans, namely achieving learning objectives that have been prepared in the form of real or practical activities. An educator who will teach in class should prepare the right learning method to use during the learning process [4].

Research at MIN 11 Blitar, especially in Arabic language subjects, researchers analyzed the use of one of the learning methods, namely the scramble type cooperative learning method, which is still rarely known and applied in the learning process. The cooperative learning method is one of the effective learning methods applied to the learning process in the classroom. Cooperative learning will encourage students to learn more broadly about the subject matter, feel more comfortable and more motivated about the subject matter, achieve high learning outcomes, have good abilities to think critically, creatively, have a positive attitude towards the object of study, show better abilities in interacting and working together in groups [5]. The cooperative learning system is learning that is carried out in groups, usually consisting of 4-5 people or more, with diverse characteristics where each individual has different traits. The purpose of this cooperative learning system is to achieve better learning outcomes. In this system, it does not pay attention to background, ethnicity, or other things, but emphasizes the cohesiveness and cooperation of students in carrying out learning. Cooperatives have several types that vary in their application, so that teachers have many choices of types that can be used to improve the quality of learning and students' creative thinking. One type of cooperative learning method that is applied is the scramble type [6]. The scramble type presents game elements in small groups in the classroom, which can make all students more actively involved in solving problems and finding answers to questions or problems given. In addition, the scramble type is used to overcome student boredom in learning Arabic, so that students are motivated to learn and can improve their learning outcomes. The term Scramble from English translated into Indonesian means competition, fight, and struggle. The scramble method is a group learning method where students match the question cards with the answer cards provided according to the instructions [7].

In addition, the scramble learning method is an active learning method, students are required to be active, work together, collaborate and be responsible for their group to complete the question cards in order to get higher points than other groups and it is expected to increase the sense of togetherness and creative thinking patterns of students [8]. The use of the scramble method can also improve students' creative thinking skills, because in addition to working together, students are required to show their creativity by matching question cards with random answer cards correctly. The 21st century has brought major changes in life, and everyone, indirectly humans need to develop the ability to adapt to the environment and interact with others. In the world of education, skills such as creativity and innovation, critical thinking, communication, and collaboration are very important to prepare and improve in facing the era of globalization which is developing rapidly. Creative thinking skills are very much relied on to compete as superior human resources [9]. Therefore, developing students' creative thinking skills is very important in the implementation of education. According to Sukmadinata, creative thinking is an intellectual activity that produces something new as a result of development. Creative thinking is an original cognitive ability and problem-solving process that allows individuals to utilize their intelligence in a unique way and is directed

towards a result. Students' ability to think creatively allows them to find various ways or alternatives in solving a problem [10].

Creative thinking has a very important role in life, especially at the educational level, because creativity is a resource that has a great influence on humans to encourage progress in development, and new discoveries in the fields of science and technology, as well as in various fields of human endeavor. Therefore, creative thinking skills are very important for everyone in facing the era of globalization which is full of challenges and competition. Students who have creative thinking skills tend to have a higher curiosity, dare to try, and are able to put forward new ideas to solve problems, especially in learning Arabic. By thinking creatively, students can see from a different perspective to find solutions to problems in everyday life [11]. Another reason why creativity needs to be developed in learning, especially Arabic, is because Islam has emphasized it in the Qur'an. Long before the trend of creativity emerged, Islam in the Qur'an has emphasized its importance. The verses that talk about creativity also provide clues about the role of teachers in the learning process. The learning process that considers creative thinking skills can produce new things that are more interesting, both in the form of ideas and unique real works. Arabic language learning that has not optimized students' creative thinking skills makes them only able to remember and repeat the lesson material, so they have not been able to develop their creative thinking skills. Based on the results of observations and reflections, several problems were found in learning Arabic, one of which was that students felt bored quickly and were less interested in the material taught by the teacher. In addition, the learning methods used were less varied, so that some students did not understand the material explained, and finally they felt lazy to follow the next lesson. By implementing the Scramble type cooperative method, it is hoped that students can be more active in the classroom through group division, and are able to improve their creative thinking skills in solving questions given by the teacher by matching the question cards with the correct answers [12].

2. METHOD

This study uses a qualitative approach, which focuses on scientific disciplines to collect, classify, analyze, and interpret facts as well as the relationships between natural phenomena, society, behavior, and human spiritual aspects. The data collection techniques in this study involved conducting in-depth interviews with several sources, including the school principal, the vice principal for curriculum, Arabic language teachers, homeroom teachers of grades 5 and 3, and several students. Finally, data were also obtained through documentation during both the observation and interview processes. [13]

There are various views from experts regarding the definition of qualitative research. According to Nana Sepriyanti Qualitative research as one of the methodologies in research does not yet have a standard definition and is generally agreed upon for use. However, the definition can be concluded more comprehensively-integratively through tracing the definitions that have been put forward by experts, thus forming a complete definition. In addition, qualitative methodology is a research method that produces descriptive data about individuals and their behavior. Qualitative research is conducted in a natural environment, and the researcher acts as the main instrument in this research. Therefore, to gain a deeper understanding of the object being studied, the researcher must have adequate knowledge and theory. Based on these definitions, it can be concluded that qualitative research aims to uncover phenomena and produce descriptive data in a particular context. This qualitative approach involves processing and interpreting data to produce a comprehensive description.

The purpose of qualitative research is to understand phenomena from the perspective of participants, as well as the existing social and institutional contexts. This research aims to explain problems, but not simply to produce generalizations, but to broaden understanding of social reality. Analysis of social reality is carried out first before analyzing the research subjects. This type of research is included in descriptive research, as explained by Lexy J. Moleong Creswell Mason, namely descriptive research aims to collect data, analyze it inductively from specific themes to general themes, and interpret the meaning contained in the data, besides that the reason for using descriptive classifiers is to describe the phenomena that occur in depth and detail without prioritizing hypothesis testing or statistical calculations. This study uses a case study research type. In addition, this study does not aim to test the hypothesis; instead, it only provides an in-depth description and analysis of the problem studied by the researcher. In this study, a deep and detailed description of the situation and object will be revealed. In accordance with the title of this study, namely to describe how the implementation of the scramble type cooperative learning method improves students' creative thinking skills in Arabic Language subjects at MIN 11 Blitar [14].

3. RESULTS AND DISCUSSION

Pressman and Wildavsky in Rizky Cristiano Tiwa briefly formulated that "to implement" or implement means "to provide the means of carrying out" or providing the means to carry out something; "to give practical effect to" causing an impact or consequence on something, or to accomplish, to fulfill, to produce, to complete, Pressman and Wildavsky in Rizky Cristiano Tiwa said that the word implementation besides being a verb must also have an object, namely policy. So basically implementation is carrying out something in this case a policy that can have an impact on whether or not a policy is achieved by using the means to implement the policy. Implementation is an action taken by individuals or officials of government or private groups that is directed at achieving the goals outlined in the policy decision [15]. From this theory it can be concluded that implementation has several stages, namely planning, implementation and the resulting impact.

a) **Planning the Implementation of the Scramble Type Cooperative Learning Method in Improving the Creative Thinking Skills of Arabic Language Subject Students at MIN 11 Blitar**

According to Roger A Kauffman in Ariffudin, planning is the process of determining goals or targets to be achieved or targets to be achieved and determining the path and resources needed to achieve goals effectively and efficiently (the process of setting goals or targets to be achieved or targets to be achieved and specify the path and the resources needed to achieve goals effectively and efficiently). Bateman and Snell in Ariffudin stated that planning is specifying the goals to be achieved and deciding in advance the appropriate actions needed to achieve those goals (Planning is determining the goals to be achieved and deciding on the priority actions needed to achieve those goals) [16]. In the planning stage, several things have been discovered in the research, including:

1) **Knowing various creative learning methods to improve creative thinking skills**

A teacher should know what the nature of the learning method is, besides that a teacher must also understand what learning methods are creative, unique and interesting for students. It can be seen from the increasingly rapid development of the era and the increasingly advanced era of globalization if an educator only relies on the old learning method to deliver material during the learning process, students will certainly feel bored and tired because the learning method only contains lectures or assignments, therefore as an educator in the millennial era, it is appropriate to upgrade the ability to face various challenges in education. An educator must know how to overcome student boredom through the learning method used so that learning is more enjoyable and meaningful for students. One of the learning methods that is considered creative is the scramble type cooperative learning method which has been implemented by one of the Arabic language teachers at MIN 11 Blitar who also collaborated with the traditional game "gedrek". From the results of the researcher's interview with the informant, it can be seen that the use of this scramble type cooperative learning method is not only focused on improving learning outcomes, interests, or motivation but is more focused on improving students' creative thinking skills, especially in Arabic language subjects.

2) **Learning methods must be appropriate to the characteristics and facilitate the potential of students**

In choosing a learning method, of course, there is the most important thing, namely analyzing the characteristics of students in the class that will be used, because of course each student in the same class has different characteristics, some are always active in answering, asking and discussing, some are passive, just sitting still, therefore analyzing the characteristics of students is very important. The learning method used by the teacher must be able to facilitate the various potentials possessed by students with the various characteristics they have. According to several opinions from sources, the use of this scramble type cooperative learning method is very effective, especially at the elementary school level because their world is still around playing, it will make it easier for teachers to convey material through scramble and "gedrek" games.

3) **Preparing interesting learning media**

Teachers have a very important role in the learning process, especially at the Madrasah Ibtidaiyah (MI) level, where students are still in the early stages of development in learning. MI-age children tend to get bored easily and have a short attention span. Therefore, a special strategy is needed so that the material taught can be well received. One effective strategy is to create interesting learning media that is in accordance with student characteristics. Interesting learning media can be in the form of visual aids, audio, educational games, to the use of digital technology such as animated videos or interactive applications. These media can stimulate students' curiosity and make the classroom atmosphere more lively. With the right media, teachers not only deliver material, but also build a fun and meaningful learning experience for MI children. In addition, varied and creative learning media can help students understand abstract concepts more easily. Therefore, MI teachers are required to

continue to innovate and adjust learning media to the needs and interests of students. The teaching and learning process is not only about transferring knowledge, but also creating inspiring experiences. With interesting media, teachers can foster a spirit of learning and make learning something that students look forward to every day.

In implementing creative learning methods, of course, it must use learning media that is also interesting. A teacher is required to use and create unusual learning media and of course different from previous learning media because with the existence of learning media, students will definitely be more interested in carrying out learning in the classroom, but it should be noted that the usefulness of learning media should not only be used once but can also be used for subsequent students or subsequent materials so that the usefulness of the learning media that has been created is maintained.



Picture 1. Sticky Board Learning Media

b) Implementation the Implementation of the Scramble Type Cooperative Learning Method in Improving the Creative Thinking Skills of Arabic Language Subject Students at MIN 11 Blitar

According to Baharun in Sirojuddin, implementation is a form of direction, guidance and motivation carried out by leaders, both the highest leaders and the coordinating leaders, which are given to their members in the institution so that they can be more optimal in carrying out their duties [17]. At the implementation stage, several things were found in the research, including:

1) Implementation is according to plan and right on target

The implementation of learning activities designed with appropriate strategies and methods has shown encouraging results. Based on the results of the evaluation and class observations, it can be concluded that the implementation has achieved the targets set from the beginning. One indicator of success is the increasing active participation of students in the learning process and their ability to convey new ideas independently.

Learning activities are focused on an approach that encourages students to think openly and not be fixated on one correct answer. Teachers provide space for students to explore ideas, ask critical questions, and create solutions to the problems given. This encourages the growth of creative thinking skills, which is one of the main objectives of the learning program being implemented. Concrete evidence of increased student creativity can be seen from the results of project assignments, presentations, and group discussions. Students are able to present their ideas in unique and varied ways, some even showing original and innovative thinking. In addition, the classroom atmosphere becomes more dynamic because students feel they are given the freedom to express themselves and dare to take risks in thinking.

The implementation of this activity is also considered right on target because it has been adjusted to the characteristics and needs of students. Teachers do not only deliver material in one direction, but also become facilitators who guide and direct students' thinking processes. With the right method, students feel more involved and enthusiastic in participating in learning, which ultimately strengthens their creative thinking skills. With the results achieved, the implementation of this activity can be used as a learning model to be applied sustainably. Success in improving students' creative thinking skills is proof that the right approach to learning can provide real positive impacts. It is hoped that this achievement can continue to be improved and become the basis for designing learning activities in the future.



Picture 2. Teacher's Explanation



Picture 3. Scramble Group Lineup



Picture 4. Playing Gedrek



Picture 5. Answering the Sticky Board Questions



Picture 6. Learning Evaluation

2) There were obstacles during the implementation process

During the learning process using the scramble type cooperative learning method, of course there are several obstacles or barriers that will certainly be encountered by educators and students, whether it is a small obstacle or a fairly complex difficulty, including the limited time allocation that has been provided by the school for the division of the learning process schedule in the subject so that educators must divide several groups to appear at the next meeting. Another solution is that each meeting should use only a few vocabularies, not all of them, so that all groups can play on the same day. In addition, because game-based learning, the condition of students in the classroom will certainly be very crowded, some are running or screaming, so extra class conditioning is needed. One solution that can be offered from these obstacles is that teachers can use ice breaking to help condition a crowded class so that students' focus remains on the game and delivery of material. In addition, obstacles that may be encountered when dividing groups must be evenly distributed so that students are active in their groups and none are passive so that they can discuss carefully and learn to interact well with their group mates.

3) Good psychomotor skills and good cooperation are required.

The game of gedrek, as one of the traditional games that relies on speed, agility, and body coordination, requires good psychomotor skills from its players. In this game, participants are required to be able to make precise and fast movements, such as jumping, dodging, and hitting targets. Fine and gross motor skills must be balanced so that players can follow the rhythm of the game effectively. Good psychomotor skills not only help players move agilely, but also support concentration and quick reactions to changing situations in the game. Children who have good hand-eye coordination, for example, will find it easier to catch or block opponent movements. Repeated practice and getting used to playing games like gedrek regularly can improve these skills gradually.

In implementing the cooperative learning method of scramble type at MIN 11 Blitar, the Arabic language teacher also collaborated with the use of traditional games, namely "Gedrek". To pass the challenges of the game, of course, good and balanced psychomotor skills are needed from students so that by using traditional games, they can train their psychomotor skills so that they do not just sit still on the bench but move with the game. In addition to individual skills, teamwork is an important factor that determines success in the game of gedrek. Players must be able to read their teammates' movements, give signals to each other, and develop strategies together. Without good cooperation, the game will feel lopsided and it will be difficult to achieve common goals. Smooth communication and mutual trust are the main foundations for effective teamwork.

Thus, the game of gedrek not only provides pleasure, but also becomes a useful means to train physical abilities while building positive social attitudes, such as cooperation, sportsmanship, and responsibility. It is important for teachers or educators to introduce this traditional game as part of learning that develops psychomotor skills and values of togetherness from an early age.



Picture 8. Gedrek Learning Media

c) Impact the Implementation of the Scramble Type Cooperative Learning Method in Improving the Creative Thinking Skills of Arabic Language Subject Students at MIN 11 Blitar

Impact according to Carol H. Weiss in Pritasari explains that impact is the result or consequence of a policy or program that can be measured and assessed [18]. The implementation of the Scramble type cooperative learning method in Arabic subjects at MIN 11 Blitar has had a significant impact on improving students' creative thinking skills. This method utilizes an interactive group learning strategy, where students are given the challenge of arranging pieces of information or answers that are spread randomly. This process stimulates students to think quickly, find solutions, and work together to solve the problems given. Scramble encourages students to be more active in the learning process, because they not only receive information passively, but are also directly involved in finding the correct answer. In the context of learning Arabic, this method is effective in improving vocabulary mastery, understanding of sentence structure, and other language skills. The activity of arranging words or sentences randomly hones students' language logic and analytical skills in identifying language patterns.

One of the positive impacts that can be seen is the increase in students' confidence in expressing their ideas. Through group discussions, students learn to express opinions, consider the views of friends, and formulate answers collectively. This fosters the ability to think openly and flexibly, which is part of the indicator of creative thinking. Students who were previously passive become braver and more actively involved in learning activities. In addition, the classroom atmosphere becomes more lively and enjoyable. Students feel challenged but still enjoy the learning process because it is presented in the form of intellectual games. The interactions that occur during the implementation of the scramble method create a healthy collaborative and competitive learning environment. This makes students more enthusiastic about learning Arabic, which may have previously been considered difficult or boring. The application of the scramble method also helps teachers in assessing the learning process and results more objectively. Teachers can directly observe student participation, how they think and solve problems, and their contributions in groups. This is important data to evaluate students' creative thinking skills as well as the basis for developing further learning methods.

With these various positive impacts, it can be concluded that the Scramble type cooperative learning method is worthy of being applied sustainably in Arabic language learning at MIN 11 Blitar. In addition to improving creative thinking skills, this method also forms the character of students who are active, communicative, and able to work well together. This success is an example that innovation in learning strategies is very necessary in order to create an effective and meaningful learning atmosphere. so it can be said from the explanation above that the application of the scramble type cooperative learning method in the Arabic language subject has fulfilled the indicators of creative thinking starting from thinking fluently, flexibly, originally and the skill of detailing.

4. CONCLUSION

The conclusion that can be drawn from the various explanations above is that the learning method is a very important thing to use in the learning process, the learning method used must be creative and interesting so that it can overcome boredom from students during the learning process. One of the creative learning methods is the scramble type cooperative learning method by collaborating with traditional games, namely "gedrek". This learning method is a method that is more focused on improving students' creative thinking skills which can be proven from the results of the study that the method is right on target so that the creative thinking skills of students have met the indicators owned by creative thinking methods.

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