The Effect of the Scramble Game-Type Cooperative Learning Model Assisted by Canva Media on Second-Grade Elementary School Students' Learning Outcomes

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Abstract

This study aims to determine the influence of the Scramble Game type of cooperative learning model assisted by Canva media on the Indonesian language learning outcomes of second-grade students at SDN Barurambat Kota 1 Pamekasan. The background of this research is based on the low student learning outcomes in Indonesian, caused by a lack of active student involvement and the continued use of teacher-centered learning models. This study employed a quasi-experimental design with a Nonequivalent Control Group Design. The research sample consisted of 56 students, divided into an experimental class and a control class, each comprising 28 students, selected through random sampling. The research instrument was a learning outcome test administered before (pretest) and after (posttest) the treatment. The results showed a significant difference between the posttest scores of students in the experimental and control classes. This was evidenced by a t-test significance value of 0.00 < 0.05. The mean score difference between the two classes indicated that the experimental class experienced an improvement of 26.536 points higher than the control class. Thus, it can be concluded that the Scramble Game type of cooperative learning model assisted by Canva media has a significant influence on improving the Indonesian language learning outcomes of second-grade students at SDN Barurambat Kota 1 Pamekasan.

Keywords : Scramble Game, Canva, cooperative learning, learing outcimes, Indonesian language.

1. Introduction

Improving the quantity and quality of human resources is highly influenced by education. Education is also the foundation for the progress of a nation. According to the Government Regulation of the Republic of Indonesia Number 57 of 2021, Chapter I, Article 1 concerning the National Education Standards, education is a conscious and planned effort to create an atmosphere and learning process that enables students to actively develop their potential. This includes religious strength, self-control, personality, intelligence, noble character, and the skills needed for life in society, the nation, and the state.

The Government of the Republic of Indonesia states that education is crucial in shaping individuals holistically—not only in terms of knowledge, but also in spiritual, moral, and social competencies. Therefore, it is essential to develop learning models that support the achievement of all educational goals. To achieve national education goals, the government has implemented various efforts to improve the quality of education, including the 12-year compulsory education program (Margiyanti & Maulia, 2023).

Although the government has established many education policies and programs, numerous challenges remain (Margiyanti & Maulia, 2023). One of these is improving quality. (Nasution, 2020) explains that many obstacles hinder efforts to improve education quality, one of which is educational inequality. The quality of teaching staff and the availability of infrastructure are often misaligned. These conditions affect the learning process, resulting in low student learning outcomes. Many factors, both internal and external, contribute to these low outcomes. Internal factors include a lack of student motivation, difficulties in understanding the material, and low interest in reading and writing (Agusti & Aslam, 2022). External factors, according to Margiyanti & Maulia, include the use of unengaging teaching methods, limited learning facilities, and a lack of teacher training to implement innovative learning models. Hence, a successful learning prosess is essential to help students achieve educational objectives. (Margiyanti & Maulia, 2023).

Ideally, the learning process should be designed in a way that allows each student to actively participate in achieving learning goals. As (Prameswara & Pius X, 2023) explain, the role of the teacher is vital in encouraging and motivating students to fully engage in learning activities. However, in reality, many teachers still lack a comprehensive understanding of learning objectives. As a result, the learning process often focuses solely on delivering content, without considering the learning models or approaches used. Furthermore, (Prameswara & Pius X, 2023) indicate that many educators still rely on conventional or traditional teaching models. This condition hinders the achievement of national development and education goals. Often, learning becomes one-directional and fails to involve students, making the process dull and ineffective. In subjects such as Indonesian, which require conceptual understanding and critical thinking skills, students typically show low learning outcomes at the elementary level.

Indonesian is one of the core subjects taught from elementary to higher education. This subject supports student development, especially in communication. Language is a tool for communication, so learning language means learning to communicate effectively. Indonesian language instruction aims to improve students' knowledge, skills, attitudes, and creativity. The main four language skills outlined in the curriculum are reading, writing, speaking, and listening. According to (Ali, 2020) these four components are interrelated and support the development of language skills. However, Indonesian is often perceived as boring and difficult. To address this, (Nisa dkk., 2024) emphasize the importance of using creative learning approaches to maintain student interest and ensure effective material delivery. This shows that Indonesian instruction is still largely teacher-centered. Students are often merely asked to read textbook content without varied learning approaches or media. (Rosmawati, 2020) found that teachers often rely heavily on textbooks and fail to utilize effective strategies and instructional media.

Learning media serve as tools to convey information during the teaching and learning process. As one of the key components of teaching, media can

simplify and support educators in delivering information and subject content. Media use can enhance student interest, motivation, and have a psychological effect on learning. (Wulandari et al., 2023) found that instructional media significantly support the teaching process and content delivery. With appropriate learning media and models, learning objectives can be more effectively achieved. As technology advances, so does education. Technological developments have revolutionized many sectors, including education. Examples of technology-based learning media include PowerPoint presentations, digital modules, and video tutorials. These can be accessed anytime and anywhere, making learning more flexible and accessible for students.

Indonesian language instruction at the elementary level includes fundamental language content designed to improve students' practical language abilities. An effective learning process can be measured through students' mastery of speaking, reading, writing, and listening. Given these varied language skills, teachers must be creative in selecting methods that enhance student engagement. This shift is necessary to transition from teacher-centered to student-centered learning. The goal of developing teaching methods is to create an environment where students actively participate, allowing them to learn meaningfully and achieve optimal learning outcomes. This is aligned with the communicative approach in Indonesian language teaching, as stated by (Oktaviani, 2021). Learning outcomes in this context refer to students' abilities to master and apply curriculum-based material.

According to (Sujiyono, 2023), learning outcomes reflect behavioral changes in individuals—from not knowing to knowing, and from not understanding to understanding. The quality of instruction influences learning outcomes. If instruction is delivered in an engaging and enjoyable manner, outcomes tend to be higher, and vice versa. Learning outcomes can be assessed through three domains: cognitive, affective, and psychomotor. These domains fall within the scope of learning evaluation, as discussed by (Putra dkk., 2024). The purpose of assessing learning outcomes is to determine how well the

instructional process has achieved its goals and to provide feedback to students on their development.

Based on a preliminary study conducted on Friday, November 15, 2024, at SDN Barurambat Kota 1 Pamekasan, the researcher conducted an interview with a second-grade teacher. The teacher mentioned that she occasionally uses the STAD (Student Teams Achievement Division) cooperative learning model during lessons. This model was chosen because it encourages collaborative learning in small groups, allowing students to help one another and better understand the material. The teacher believes that STAD is quite effective in increasing student participation, especially during group discussions. The model also enhances student confidence, as it promotes understanding through peer interaction in heterogeneous groups. Student participation using STAD was considered fairly good, with students actively involved in discussions and group work—not just passive listeners but also engaged contributors who showed responsibility toward their group. However, the teacher noted some challenges, such as students who were less active in discussions and others who were distracted. She believed this was due to the large number of students in the class. The teacher also mentioned that she had never tried using learning models other than STAD.

In addition to the interview, the researcher also conducted classroom observation at SDN Barurambat Kota 1 Pamekasan on Monday, November 18, 2024. The observations revealed several issues, particularly in Indonesian language learning. One major problem was students' difficulty in understanding the material, with around 85% or 24 out of 28 students struggling. As a result, the students' learning outcomes were below the Learning Objective Achievement Criteria (KKTP), with an average score of less than 70. These findings were based on an analysis of daily test scores, interviews with the teacher, and direct observations during lessons. Many students appeared unfocused; most preferred to play on their own rather than pay attention to the teacher. Out of 28 students, only 10 were actively engaged. The teacher also seemed to overlook student engagement, leading to many being passive. Students sitting in the back of the

class were particularly prone to off-task behavior. The teacher explained that the large class size made it difficult to provide individual attention. Additionally, the teacher admitted she had never used a learning model other than STAD. Observations also revealed that the STAD model was not implemented according to its standard steps. In practice, the teacher mostly used lecture and Q&A methods that were teacher-centered, with little active student involvement.

Based on the identified issues, it is necessary to implement appropriate strategies to improve the quality of instruction in the second grade at SDN Barurambat Kota 1 Pamekasan. One possible solution is to use the Scramble Game cooperative learning model. This model encourages students to work in groups on activities such as arranging letters into words, words into sentences, and sentences into paragraphs, blending play with learning. Through this approach, students are expected to better understand material that may seem boring or difficult in a simpler, more interactive, and enjoyable way, thus improving engagement and learning outcomes.

The implementation of the Scramble Game cooperative learning model aims to enhance student motivation by creating a more innovative and engaging classroom environment. This approach not only promotes active participation in discussions, collaboration, and idea exchange but also contributes to the development of students' social skills. Therefore, the application of the Scramble Game model helps teachers deliver creative instruction while positively impacting student engagement and academic achievement. Supporting this research, (Suprobowati et al., 2024) concluded that there was a significant difference between students' pre-test and post-test scores. A t-test showed a significance value (p-value) of 0.019, which is below the 0.05 threshold. This finding supports the hypothesis that the Scramble Game model significantly improves student learning outcomes in Indonesian language instruction. Thus, it can be concluded that the use of the Scramble Game cooperative learning model has a significant positive impact on improving student learning outcomes.

Based on the identified problems, the root causes influencing low learning outcomes can be summarized visually using a cause-and-effect diagram (Fishbone/Ishikawa Diagram) as follows:

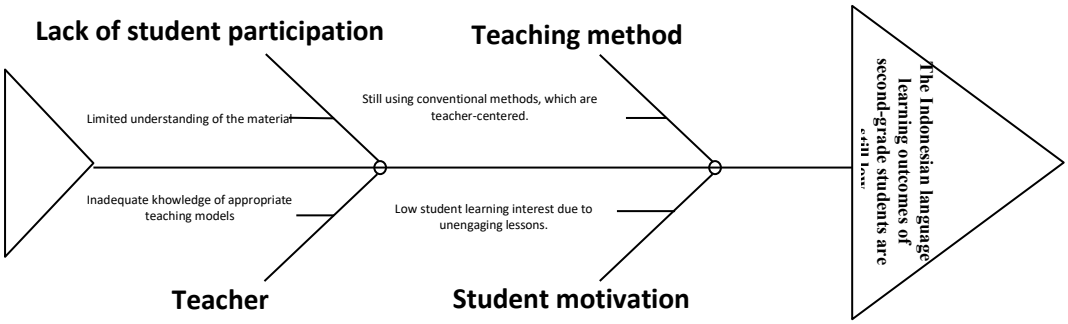

Figure 1. Visually using a cause-and-effect diagram the root causes influencing low learning outcomes

One of the studies supporting this research was conducted by (Shelsabila et al., 2024). The results showed that the implementation of the cooperative learning model using the Scramble Game was highly effective in improving students' learning outcomes. The average pretest score in the cognitive domain was 51.28, which increased to 76.41 in the posttest after the model was applied. This improvement indicates a significant enhancement in students' cognitive abilities. On the other hand, in the spiritual-affective domain, the average student score increased from 79.21 to 81.92. This indicates that the Scramble Game approach also contributed positively to students' emotional and spiritual engagement through the application of this method.

Based on the background described, this study aims to examine the extent to which the implementation of the cooperative learning model of the Scramble Game type can influence students' learning outcomes, particularly in the Indonesian language subject for second-grade elementary students. The cooperative learning model of the Scramble Game type, which combines collaborative learning with the activity of arranging letters into words, sentences, and paragraphs, is considered capable of creating an active, enjoyable, and easy-to-understand learning environment for students, as stated by (Denis et al., 2023). In addition to increasing student engagement in learning, this model also

encourages creativity and comprehension of the material. Students' learning experiences are enriched through peer interaction, teamwork, and critical problem-solving in a competitive yet positive atmosphere.

The implementation of this model is also expected to support the comprehensive development of students' Indonesian language skills, including listening, speaking, reading, and writing. This research is expected to provide a tangible contribution to the development of innovative learning strategies and media and offer empirical evidence regarding the effectiveness of the cooperative learning model of the Scramble Game type assisted by Canva media in improving student learning outcomes.

Thus, the findings of this research can be used as a basis for educators in selecting and applying innovative learning models that suit the characteristics of their students. Specifically, the cooperative learning model of the Scramble Game type can serve as an alternative learning model that supports the teaching and learning process at the elementary school level, especially in the Indonesian language subject.

2. Method

This study uses a quantitative approach. According to (Aiman et al., 2022), quantitative research is defined as a type of study that collects and analyzes data presented numerically to obtain information. The analysis of numerical data aims to provide a more accurate understanding of the phenomena or problems being studied. In the context of this research, numerical data are used as the primary tool to describe and examine the relationships between the studied variables.

The method used in this research is the experimental method. This approach was chosen because it is considered suitable for identifying the effect of the independent variable on the dependent variable under controlled conditions. (Aiman et al., 2022) stated that "to experiment is to try, to look for, to confirm", meaning that the experimental method serves to try out, explore, and confirm or prove something.

There are various types of experimental designs, and this study uses a quasi-experimental approach with the Nonequivalent Control Group Design. This design involves administering a pretest before the treatment and a posttest after the treatment. With these two measurement stages, the results obtained become more accurate as they allow for a comparison of conditions before and after the intervention. The full research design can be seen in Table 1 below.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experiment	O_1	X	O_2
Control	O_3	-	O_4

Note:
O1 = Pretest score (before treatment) – experiment group
X = Implementation of the cooperative learning model of Scramble Game
O2 = Posttest score (after treatment) – experiment group
O3= Pretest score – control group
O4= Posttest score – control group

3. Result and Discussion

This study aims to determine the effect of using the cooperative learning model of the Scramble Game type assisted by Canva media on the Indonesian language learning outcomes of second-grade students at SDN Barurambat Kota 1 Pamekasan. The cooperative learning model of the Scramble Game type is a learning model that encourages students to work together in small groups by rearranging scrambled pieces of words, sentences, or information into correct and meaningful sequences. In its implementation, this model is supported by interactive learning media such as Canva, which provides visually appealing displays that can increase motivation and understanding.

This study uses a quasi-experimental design with two groups: an experimental group using the cooperative learning model of the Scramble Game type assisted by Canva media, and a control group using the conventional learning model commonly used by teachers daily. The sample size of this study is 56 students, consisting of 28 students from each sample class. The instruments used to collect data were test questions, consisting of pretest and posttest items in the

form of fill-in-the-blank questions. The purpose of these instruments is to measure the students' learning achievement.

Before being used in the study, the test instruments were validated by experts, including lecturers and teachers. After obtaining validation on Monday, April 14, 2025, the instruments were tested on Wednesday, April 16, 2025, in class III C at SDN Barurambat Kota 1 Pamekasan, involving 29 students. The data obtained from the trial were tested for validity using construct validity analysis with SPSS version 22.0. According to (Ramadhan dkk., 2024), validity refers to the extent to which a test measures what it is supposed to measure. In other words, the accuracy of a test in reflecting the true characteristics or condition of the measured object depends on its validity level. Validity emphasizes the suitability of the measuring instrument to the concept being measured so that the instrument truly measures relevant aspects. The results of the validity test showed that 10 out of 15 pretest questions were valid, and similarly, 10 out of 15 posttest questions were valid. Based on these results, the researcher only used the 10 valid questions from each of the pretest and posttest instruments in the research implementation.

In addition to validity testing, the researcher also conducted reliability testing using Cronbach's Alpha. Reliability indicates the stability and consistency of measurement results, ensuring that differences in scores are not caused by measurement errors or tools but by factors relevant to the object being measured, as stated by (Hendryadi, 2020). The Cronbach's Alpha coefficients obtained were 0.72 for the pretest questions and 0.75 for the posttest questions. According to (Anggraini dkk., 2022) a variable with a Cronbach's Alpha value greater than 0.60 can be considered reliable or consistent in measurement. Therefore, it can be concluded that the valid pretest and posttest questions are also reliable, with both sets classified as having strong reliability. After conducting reliability tests, the researcher also examined the difficulty level of the questions. The difficulty level refers to the degree of difficulty of an item expressed in numerical form, as explained by (Saputri dkk., 2023).

The difficulty test results showed that the pretest contained 7 questions categorized as moderate difficulty and 3 questions as easy. The posttest contained 6 questions with moderate difficulty and 4 questions as easy. Furthermore, the researcher also tested the discriminative power of the questions. According to (Saputri dkk., 2023), the discriminative power of an item is its ability to distinguish between students who answer correctly and those who do not. The discriminative analysis evaluates the test questions based on their ability to separate students into low and high ability categories. The results showed that the pretest had 6 questions with good discrimination and 4 questions with moderate discrimination. The posttest had 3 questions with excellent discrimination, 5 questions with good discrimination, and 2 questions with moderate discrimination. Based on the results of reliability, difficulty, and discrimination tests, the researcher selected 10 questions from each pretest and posttest instrument for use in the study.

A series of instrument tests were conducted. The researcher administered the pretest to both the experimental and control classes on Friday, May 16, 2025. Then, the learning process was conducted from Friday to Saturday, May 16–17, 2025. In the experimental class, class II C, learning was carried out using the cooperative learning model of the Scramble Game type assisted by Canva media. Meanwhile, in the control class, II B, learning was conducted using the conventional model usually applied by teachers in daily classroom activities. After the learning process was completed, the researcher gave the posttest to both classes. The researcher also conducted observations of the implementation of the learning steps in both classes involving 4 fellow students from Universitas Trunojoyo Madura as observers.

Table 2. Result of the Normality Test

Tests of Normality							
Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	1	.126	28	.200*	.947	28	.170
	2	.129	28	.200*	.954	28	.256
Posttest	1	.145	28	.136	.937	28	.092
	2	.115	28	.200*	.961	28	.362

During the data collection process for the pretest and posttest, the researcher conducted a normality prerequisite test using the Shapiro-Wilk test technique. From this test, the significance value for the pretest data in the experimental class was 0.17 > 0.05, and in the control class it was 0.25 > 0.05. Meanwhile, the significance value for the posttest data in the experimental class was 0.09 > 0.05, and in the control class it was 0.36 > 0.05. These results indicate that the pretest and posttest data from both the experimental and control classes are normally distributed.

Table 3. Result of the Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.071	1	54	.791
	Based on Median	.083	1	54	.775
	Based on Median and with adjusted df	.083	1	53.850	.775
	Based on trimmed mean	.087	1	54	.769
Posttest	Based on Mean	1.334	1	54	.253
	Based on Median	1.405	1	54	.241
	Based on Median and with adjusted df	1.405	1	51.162	.241
	Based on trimmed mean	1.336	1	54	.253

Therefore, the researcher continued by conducting a homogeneity test using Levene's Test for Equality of Variances. The results showed a significance value of 0.79 for the pretest data and 0.25 for the posttest data. Thus, it can be concluded that the pretest and posttest data are homogeneous, as the pretest data shows 0.79 > 0.05 and the posttest data shows 0.25 > 0.05.

Next, the researcher performed t-tests using two techniques: the paired sample t-test and the independent sample t-test. The paired sample t-test was used to determine whether there was a significant difference between pretest and posttest scores within each group. Meanwhile, the independent sample t-test was used to find out whether there was a difference in learning outcomes between the experimental and control groups, both before and after the treatment.

Table 4. Result of the Paired Samples T-Test

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	PostEksperimen - PreEksperimen	47.50000	8.05766	1.52276	44.37556	50.62444	31.193	27	.000
Pair 2	PostKontrol - PreKontrol	20.17857	7.90243	1.49342	17.11433	23.24281	13.512	27	.000

The results of the paired sample t-test showed that in the experimental class, the mean difference value was 47.5, which means the average score of students in the experimental group increased by 47.5 points after the treatment. In the control class, the mean difference value was 20.18, indicating that the average score of students in the control group increased by 20.18 points after the treatment. The significance value (sig. 2-tailed) for both classes was 0.00, which is less than 0.05, indicating that both classes experienced statistically significant improvements after the learning process. However, the improvement in the experimental class was much greater than in the control class. Therefore, it can be concluded that the learning applied in the experimental group was more effective in improving learning outcomes compared to the control group.

Tabel 5. Result of the Independent Samples T-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
Pretest	Equal variances assumed	.071	.791	-.364	54	.717	-.786	2.159	-5.115	3.543
	Equal variances not assumed			-.364	53.949	.717	-.786	2.159	-5.115	3.543
Posttest	Equal variances assumed	1.334	.253	9.824	54	.000	26.536	2.701	21.120	31.951
	Equal variances not assumed			9.824	51.009	.000	26.536	2.701	21.113	31.958

Next, the results of the independent t-test showed that for the pretest scores, the analysis revealed a significance value (sig. 2-tailed) of 0.71 > 0.05. This means there was no significant difference in the initial abilities of students

between the experimental and control groups. For the posttest scores, the significance value (sig. 2-tailed) was 0.00 < 0.05. This indicates a significant difference in learning outcomes between students in the experimental group and the control group. With a mean difference of 26.536 points, this shows that the experimental group had significantly higher learning outcomes compared to the control group.

The learning outcomes of students in both the experimental and control groups were also visualized using histograms. This visualization aims to show the distribution of posttest scores and support the finding that there is a significant difference between the two groups after the treatment.

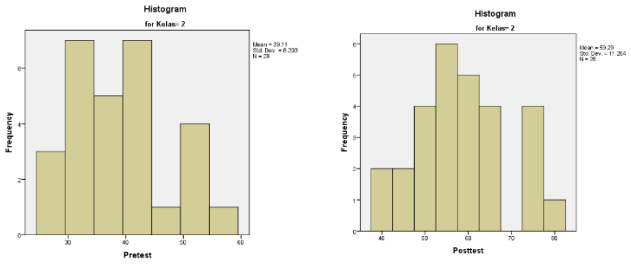

Figure 2. Histogram of Pretest and Posttest Scores of the Control Class

The histogram data of pretest scores in the control class shows an average score of 39.11 with a distribution that tends to be normal but still low. Meanwhile, the posttest scores increased to 59.29.

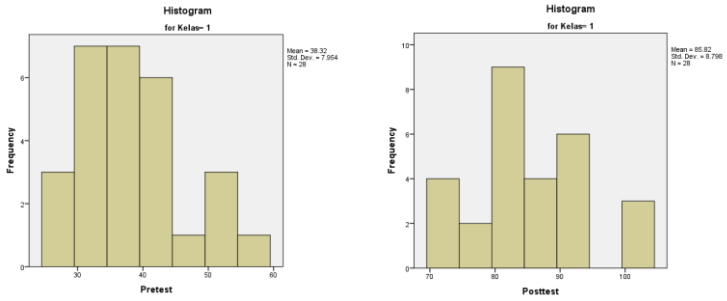

Figure 3. Histogram of Pretest dan Posttest Scores of the Experimental Class

In the experimental class, the posttest histogram shows a much higher increase with an average score of 85.82, compared to the pretest score of only 37.86. This strengthens the statistical test results indicating that the cooperative

learning model of the Scramble game assisted by Canva media has a significant effect on improving students' learning outcomes.

The significant increase in posttest scores in the experimental class shows that the learning strategy involving arranging scrambled information and supported by visual media from Canva effectively fosters meaningful conceptual understanding. In contrast, conventional learning tends to be teacher-centered and lacks student interaction, causing students to become passive and less actively engaged in the learning process.

Based on the tested hypothesis:

- H0 = There is no significant effect of using the cooperative Scramble game learning model assisted by Canva media on the learning outcomes of second-grade students at SDN Barurambat Kota 1 Pamekasan.
- Ha = There is a significant effect of using the cooperative Scramble game learning model assisted by Canva media on the learning outcomes of second-grade students at SDN Barurambat Kota 1 Pamekasan.

The hypothesis test was carried out by comparing the significance value of the independent t-test result with a significance level of 0.05. The posttest result showed a significance value of 0.00 < 0.05, therefore H_o is rejected and H_a is accepted, meaning there is a significant effect of using the cooperative Scramble game learning model assisted by Canva media on the learning outcomes of second-grade students at SDN Barurambat Kota 1 Pamekasan. This finding directly answers the research question: Is there a significant influence of the cooperative Scramble game learning model assisted by Canva media on Indonesian language learning outcomes? The significant t-test result confirms that the alternative hypothesis is accepted, proving the applied learning model to be effective.

The data analysis results above indicate that there was a significant improvement in the learning outcomes of the experimental group after applying the Scramble game cooperative learning model with Canva assistance. This shows that the model is highly effective in improving students' Indonesian language

learning outcomes. The model encourages students to actively arrange words, sentences, and paragraphs, thus involving critical thinking and intensive collaboration. The Scramble game cooperative learning model also creates a fun and competitive learning atmosphere, which enhances students' learning motivation. As stated by (Qamariah dkk., 2021), the cooperative Scramble game learning model can increase students' active participation in the learning process and promote better learning achievements.

The characteristics of second-grade students, who are still in Piaget's concrete operational stage, align well with game-based learning approaches like Scramble. Activities involving arranging words and sentences collaboratively help strengthen fine motor skills, linguistic logic, and students' socio-emotional development.

The use of Canva media also contributes to learning effectiveness. Canva presents learning materials in visually appealing and interactive formats, making it easier for students to understand the content. Attractive visualizations facilitate information processing. This aligns with the statement by (Wulandari dkk., 2023), who asserted that engaging learning media can help students understand concepts more deeply, increase their interest, and assist teachers in maintaining students' attention to prevent boredom during the learning process.

This study also aligns with the findings of (Annisa dkk., 2024) and (Shelsabila dkk., 2024), who stated that implementing the cooperative Scramble game model positively affects students' Indonesian language learning outcomes. However, this research provides an additional contribution by incorporating Canva media, which was not included in Annisa's study, thereby offering an interactive visual dimension that enhances the model's effectiveness.

Therefore, it can be concluded that implementing the cooperative Scramble game model assisted by Canva media effectively improves the Indonesian language learning outcomes of second-grade students at SDN Barurambat Kota 1 Pamekasan.

4. Conclusion

Based on the results and data analysis that have been conducted, it can be concluded that the cooperative learning model of the Scramble game assisted by Canva media has an influence on the learning outcomes of second-grade students at SDN Barurambat Kota 1 Pamekasan in the Indonesian language subject, specifically in the topic of recognizing names of professions. This conclusion is supported by the hypothesis test results, which showed a posttest significance value of 0.00 < 0.05. Therefore, H_o is rejected and H_a is accepted, indicating that there is a significant effect of using the cooperative Scramble game model assisted by Canva media on the learning outcomes of second-grade students at SDN Barurambat Kota 1 Pamekasan.

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