

MAKE A MATCH LEARNING MODEL TO IMPROVE SOCIAL STUDIES LEARNING OUTCOMES OF CLASS V STUDENTS OF SD KARTIKA XIII-1 AMBON

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ARTICLE INFO

Article history:

Received May 04, 2024

Revised June 12, 2024

Accepted July 16, 2024

Available online August 10, 2024

Keywords: Learning Model, Cooperative Learning, Outcomes, Social Science, Model Make a Match

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Abstract. The aim of this study research is to determine the application of the Make a Match type cooperative learning model to improve social studies learning outcomes regarding geographical conditions in Indonesia for class V students at SD Kartika XIII-1 Ambon. This research use a type of classroom action research. Researcher conducted an initial test to obtain information on the extent of student abilities in mastering the learning material. The average score of students initial test results was 33, 37%. This shows that class V students at SD Kartika XIII-1 Ambon have not yet reached the specified minimum completeness criteria (KKM). In general, the average class score for student in cycle I was 53, 38% and the average for the final test in cycle test was 81, 75%. The application of make a match type cooperative learning model to improve student cognitive learning outcomes has shown an increase in each cycle. This can be seen from the level of student in improving learning outcomes through tests given at the end of each cycle.

INTRODUCTION

Social science learning is one of the subjects taught in elementary schools that aims to study natural phenomena and social issues so that students can understand their environment more deeply (Aliputri, 2018). Social studies learning really needs to be given to all students, especially in primary schools to equip students with the ability to think logically, analytically, systematically, critically, and creatively, as well as the ability to socialize. According to Pratama et al. (2018) said that social studies subjects are very important to be taught starting from elementary school this is because smart students are not enough, but must also be good at getting along with friends, family, society and begin to know the boundaries of space and time between countries, with all kinds of outside cultures that will undermine the characters of students.

According to Marhayani (2018), learning social studies can train students to appreciate and feel proud of the cultural heritage and historical heritage of the nation, develop and apply the values of noble character, exemplify the exemplary values and struggle of heroes, community

leaders and national leaders, have national pride and participate in maintaining the identity of the nation. Meanwhile, if we refer to the purpose of learning social studies in elementary school, there are three main objectives that must be achieved in the process of learning social studies at the elementary school level, namely (1) the purpose of the development of intellectual abilities; (2) the purpose of the development of social values and ethics; (3) the purpose of personal-oriented development of students both for the benefit of themselves, society and the sciences that have been studied (Parni, 2020). The research results Sahira et al. (2022) states that the output of learning in elementary schools in principle is to shape the character of children, this is because in learning social studies students are taught to be polite, ethical, moral, moral, good behavior, and how to mingle with the community. So it is expected that social studies learning can encourage students to think broadly and actively explore activities in learning based on experience, but it also has an impact on good student character (Widana & Umam, 2023).

Based on the results of researcher observations on 15-26 January 2024 in Class V students of SD Kartika XIII-I Ambon, several problems in learning were found, among others: lack of innovation in learning and sticking to limited books. Of course this makes students bored and lazy. When students are bored, then they actively chat with their friends or cool with their own imagination. The average social studies learning outcomes of grade V students of SD Kartika XIII-I Ambon, totaling 16 students consisting of 4 girls and 12 boys, have not fully achieved the predetermined minimum passing criteria of 70. The low learning outcomes of students in social studies learning are thought to be influenced by several factors, among others: teachers are still focused on textbooks as a source of learning and less innovation in the learning process. In the learning process, teachers must be able to use various approaches, methods and learning models, this is useful to help students explore creative ideas that have an impact on student learning outcomes themselves (Handoko et al., 2020). One of the learning models that can overcome the problem of the ineffectiveness of the learning process is the application of cooperative learning models.

According to Li, M. P. & Lam (2013), cooperative learning is a student-centered and teacher-facilitated learning strategy, where small groups of students are responsible for their own learning and the learning of all group members. It means that students must interact with each other in the same group to acquire and apply elements of a subject matter to be able to solve a problem, complete a task and achieve a goal. Then Jake M. Laguado (2014) explained that in the cooperative learning approach, students gain social skills by participating in group activities. Students learn to listen when others are talking, it also trains students to be able to control themselves. It means that they have to learn when to start expressing opinions or speaking and not interrupting other people's conversations, besides that they also learn to slowly communicate directly with others, and also they also learn to respect people's views, and most importantly they are trained to criticize opinions and not those who make them, they also learn to see problems from different points of view and accept criticism and tolerate opposing views.

The cooperative learning model to be used in this research is make a match. According to Hasanah (2019) make a match is a cooperative learning model that motivates students to play an active role in understanding the material provided and achieving learning objectives by actively looking for their card pairs.

One of the advantages of this technique is that students look for pairs while learning about a concept or topic, in a fun atmosphere. Based on the description above, this study aims to determine the application of cooperative learning model type make a match to improve social studies learning outcomes on the material of People's Resistance Against Invaders in Class V students of SD Kartika XIII-I Ambon.

METHOD

This research uses the type of Classroom Action Research. In particular, this research aims to improve student learning outcomes because it remembers that class action research aims to improve, improve the quality of learning in the classroom. This research activity was carried out by the following main flow: (1) planning, (2) action implementation, (3) observation, and (4) reflection and redesign for the next cycle (Salim et al., 2019; Purnadewi, G. A. A. & Widana, I. W., 2023).

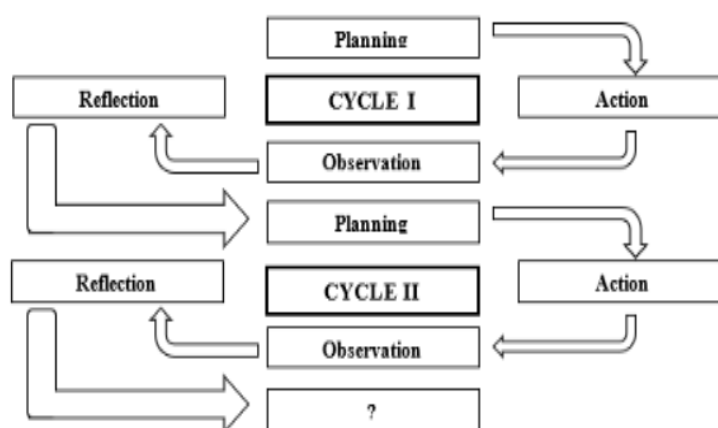


Image 1. Classroom Action Research Flow Chart

The subjects in this study were class V students of SD Kartika XIII-I Ambon, totalling 16 people consisting of 4 girls and 12 boys in the even-numbered academic year 2023/2024. This research was divided into two cycles which were adjusted to the time allocation and topics that had been determined. Each cycle consists of four steps of classroom action research, namely planning, action, observation, and reflection.

Data collection was carried out by observation and learning outcomes assessment data. Observations were made to determine the application of the make a match type co-operative learning model to social studies learning outcomes using an observation sheet. Teachers as observers and researchers as teachers. Data on student social studies learning outcomes obtained through the Initial Test, Cycle I Test and Cycle II Test. The learning outcomes were analyzed by finding the average score and then compared with students' prior knowledge.

The data analysis used in this research is descriptive data analysis, to determine cognitive learning outcomes based on Benchmark Assessment (PAP) (Pangastuti & Munfa'ati, 2018). This study also uses the calculation of N-Gain (Normalised Gain). N-Gain (Normalised Gain) is a calculation used to determine the increase in understanding or mastery of the concept of students after the learning process carried out by the teacher (Sukarelawan et al.,

2024; Sumandya et al., 2022). N-gain is obtained through the calculation of the difference between the posttest and pretest results of students. The following is the formula for calculating Normalized Gain

$$N\text{-gain} = \frac{(\text{Skor tes akhir}) - (\text{Skor Tes Awal})}{(\text{Skor maksimum ideal}) - (\text{Skor tes awal})}$$

RESULTS AND DISCUSSION

The classroom action research conducted in class V of SD Kartika XIII-I Ambon consisted of two cycles, conducted on 16 research subjects. The implementation of classroom action research in cycle I and cycle II included action planning, action implementation, observation, and reflection. Description of the implementation of classroom action research on social studies learning by using cooperative learning model type make a match.

Pretest Results

Before carrying out the learning process with the application of the make a match type cooperative learning model, the researcher gave an initial test to the students. This initial test was conducted to determine the extent of students' ability to master the material of the people's resistance to the invaders. The percentage of students' initial test scores can be seen in the table as follows:

Table 1. Students' Initial Test Score

Level of Competence Mastery	Frequency (Number of Students)	Percentage %	Qualifications
85 – 100	2	14,29 %	Very good
75 - 84	-	0 %	Good
69 - 74	-	0 %	Fair
<69	14	87,50 %	Deficient
Total	16	100 %	

Data in table 1 shows that 14 students or 87.50% have not completed, it is because students only learn with conventional methods and there is no application of innovative learning models by teachers during the learning process. Students are in the less value qualification with an average achievement score of 33.75%. For more details can be seen in image 2.

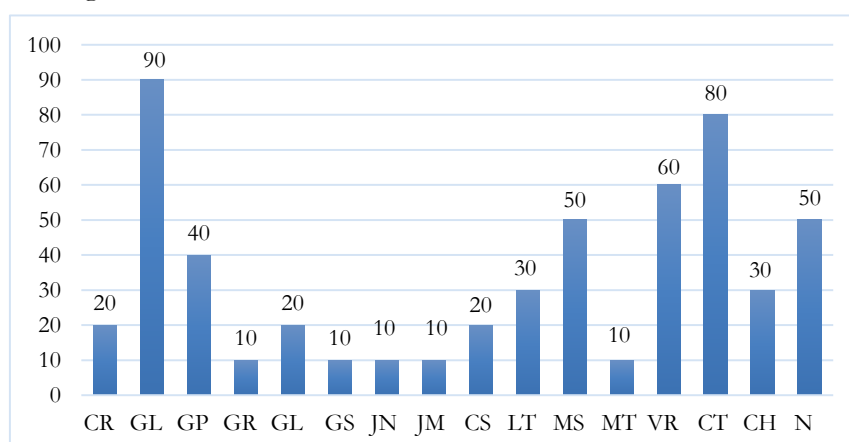


Image 2. Student Diagram Pre-test Score

From the data table 1. Describing that the acquisition of student scores in the initial test of the material of People's Resistance Against the Invaders shows only 2 students who are complete or reach the KKM score of 70. In general, the class average score of students' initial test results is 33.75%. This shows that grade V students of SD Kartika XIII-I Ambon have not reached the KKM set. Based on the initial test data, the researcher and the class teacher collaborated to overcome the difficulties experienced by students. The researcher together with the class teacher compiled and carried out a series of action plans to overcome these difficulties and ended with reflection activities. The implementation of this classroom research action emphasizes the application of the make a match type cooperative model to improve student learning outcomes.

Cycle I Research Results

Cycle I learning outcomes are research data in improving student learning outcomes by using the make a match model on the material of people's resistance to invaders. The results of the final test of cycle I at the second meeting are as follows

Table 2. Cycle I Test Scores

Level of Competence Mastery	Frequency (Number of Students)	Percentage %	Qualifications
85 – 100	0	0 %	Very good
75 – 84	4	25 %	Good
69 – 74	1	6,25 %	Fair
<69	11	68,75%	Deficient
Total	16	100 %	

The data in table 2 shows that 68.75% of students are not yet complete, this is because students are not used to using the make a match model and do not understand the material presented. Students are in the less value qualification with an average achievement score of 70%. For more clarity can be seen in image 3.

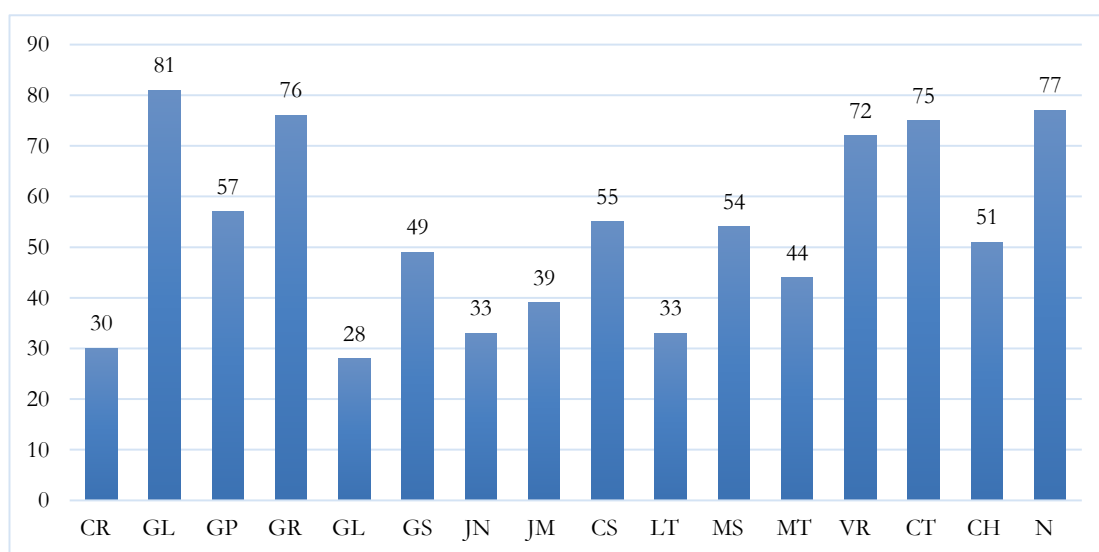


Image 3. Cycle I Test Score

From the data table 2. Describes that the acquisition of student scores in the first cycle test on the material of people's resistance to invaders shows only 5 students or 31.25% who are complete or reach the KKM score of 70. In general, the class average value of students' initial test results is 54.25%. This shows that the fifth grade students of SD Kartika XIII-I Ambon have not yet reached the set KKM. Data on the calculation of the average N-Gain value of 27.07, which means that the use of cooperative learning model type make a match in learning social studies in students V SD Kartika XIII-I Ambon needs to be continued to cycle II. The following is the data of n-gain calculation category.

Table 3. Data from the Calculation of N-Gain in the Category of Learning Outcome Levels

Normalised Gain Value	Category	Total of students	Percentage
$g > 0,7$	High	4	25%
$0,3 \leq g \leq 0,7$	Medium	12	75%
$g < 0,3$	Low	0	0

N-Gain criteria is according to Melzer in [Syahfitri, \(2008\)](#). Based on table 3. Above, it can be seen that with a total of 16 students, there are 4 students in the high category with a percentage level of 25%, and in the medium category there are 12 students with a percentage level of 75% and none in the low category.

Cycle I Research Results

Cycle II is a continuation of cycle I as an effort to improve student learning outcomes in social studies learning by using the make a match type learning model. The results obtained in cycle I have not reached the KKM, so it is necessary to implement cycle II to improve the shortcomings and weaknesses in cycle I. Cycle II consists of four stages, namely, planning, action, observation, and reflection. The final test results in cycle II have improved from the previous cycle. The final test scores for cycle II can be seen in table 4 below.

Table 4. Qualification of Student Achievement in Cycle II Test

Frequency of Competency Mastery	Frequency (Number of Students)	Percentage %	Qualification
85 – 100	13	81.25 %	Very Good
75 – 84	0	0.00 %	Good
69 – 74	3	18.75 %	Adequate
<69	0	0.00%	Deficient
Total	16	100 %	

Based on table 4. The test results above show that the average value of students has experienced a very good increase, namely the classical average value reached 81.75%, and for individual completeness it is very satisfying because it can be seen that all students who still get a score ≥ 70 , it means that they have reached KKM 70, while for classical completeness students reach 81.75%. For more details, it can be seen in diagram below:

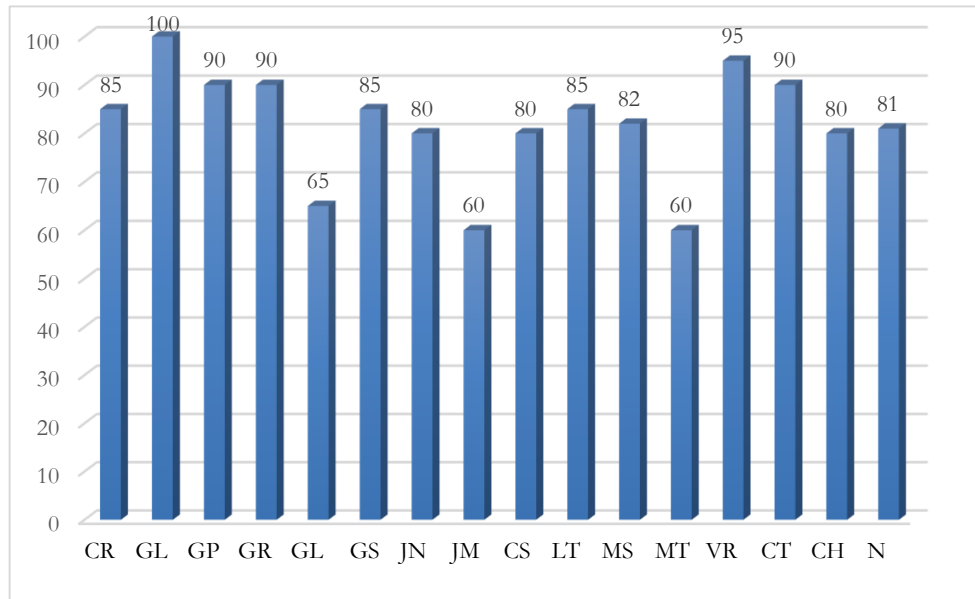


Image 4. Diagram of Cycle II Test Score

Diagram above shows that 13 or 81.75% of students get a score ≥ 70 . It shows that the success rate of students has been maximized in accordance with the KKM, so researchers do not conduct research only until cycle II. The social studies learning process based on the test results at the end of cycle II showed an increase from cycle I. In cycle II, no student test scores were in the very poor category. The class average in cycle II has been able to reach the minimum limit of learning completeness of 70. Student behavior in cycle II has changed in a positive direction. Most students have been able to concentrate and pay attention to explanations from researchers well. Students who were originally not excited and lazy became more serious and earnest when participating in learning through the cooperative learning model type make a match. They were more motivated in learning so that their test scores became better. The calculation data of the average N-Gain value is 73.15. The improvement of learning outcomes in class V students of SD Kartika XIII-I Ambon with a total of 16 students, 11 students scored >70 with a high category and 5 other students scored <70 with a medium category.

Table 5. Data from the Calculation of N-Gain in the Category of Learning Outcome Levels

Normalised Gain Value	Category	Total of students	Percentage
$g > 0,7$	High	11	68,75%
$0,3 \leq g \leq 0,7$	Medium	5	31,75%
$g < 0,3$	Low	0	0

Based on table above, it can be seen that with a total of 16 students, there are 11 students in the high category with a percentage level of 68.75%, and in the medium category there are 5 students with a percentage level of 31.75% and none in the low category. With an average N-Gain value of 73.15, it can be concluded that the use of the cooperative learning model type make a match is very effective in learning social studies in students of SD Kartika XIII-I Ambon.

Student learning completeness is seen from the test given at the end of the meeting, namely the learning outcomes test. The expected learning outcome is that students are able to understand the material being taught. The criteria for learning completeness are reviewed from two aspects, namely individual completeness and classical completeness. Based on the results of the first cycle test conducted at the second meeting, it shows that 31.25% of students (5 students) obtained a score ≥ 70 and 68.75% of students (11 students) obtained a score ≤ 70 , while the class average value of the final test of cycle I was 53.38% so this can be said that the first cycle test has increased from the average initial test score of 33.75%. This shows that classical completeness has not been met because the percentage of students completing learning individually is not more than 70%. Based on the test answers, it was found that students were still unable to answer the questions. Based on the achievement of learning outcomes and the results of the reflection of cycle II, it can be said that the implementation of actions in cycle II has reached the success criteria of 81.75%, $\geq 70\%$ of the total number of students obtained a KKM score of 70. Thus the implementation of cycle II actions can be said to be successful and it was decided not to continue in the next cycle, this means that the learning actions using the cooperative learning model of make a match type for grade V students of SD Kartika XIII-I Ambon were successful.

The application of the cooperative learning model of make a match type to improve students' cognitive learning outcomes has shown an increase in each cycle. This can be seen from the level of student success in improving learning outcomes through tests given at the end of each cycle. From the data obtained during the learning process of cycle I, students had followed the learning activities quite well. However, there are still some indicators that have not been seen and still need improvement. This is because there are still many students who are not focused during discussion sessions, students prefer to chat with their close friends and most students still seem to ask a lot of questions to researchers who have not been able to understand the problems given. Whereas in cycle II which has been carried out, the results of observations of student activity have increased. The increase can be seen from the final percentage, the percentage obtained in cycle II. With the results in cycle II which showed that there was a good increase in student activity. According to (Aseany, 2021) that the cooperative learning model is a broader concept encompassing types of group work including more teacher-led or teacher-directed forms. This means that students will be more involved in following the learning. Based on the discussion above, it shows that students have achieved learning completeness at the end of cycle II by using the cooperative learning model of make a match type in social studies learning. Students' response to the social studies material taught by applying the cooperative learning model of make a match type was very good. Likewise, with the interviews conducted, students gave positive responses to learning by using the cooperative learning model of make a match type.

CONCLUSION

The conclusion in this study is that the learning outcomes of social studies on the material of people's resistance to invaders using the cooperative learning model type make a match in class V students of SD Kartika XIII-I Ambon were successful and increased from cycle I to cycle II. The make a match learning model trains student activeness in the classroom by means of group cooperation to find and match a card containing questions and answers related to learning material. So that the learning process in the classroom becomes not boring because of the many interactions carried out by students and teachers as facilitators.

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