

The application of the Make a Match model in improving student learning outcomes in IPAS learning

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Abstract

This research aims to improve student learning outcomes in Natural and Social Sciences (IPAS) subjects at SDN Sukabela by using Make a Match type Cooperative Learning. This research was conducted using the *Penelitian Tindakan Kelas (PTK)* method with a qualitative approach. The research subjects consisted of 20 grade IV students consisting of 6 female students and 14 male students. The main problem of this study is the low learning outcomes of students in science learning, as evidenced by the average grade of classes that are still below the Minimum *Kriteria Ketuntasan Minimal (KKM)*. The purpose of this study is to comprehensively analyze the application of the Make a Match model and examine its effectiveness in improving learning outcomes and active participation of students in science subjects. The research instruments included observation sheets of teacher and student activities, interviews, learning outcome test questions, and documentation. The results of the study show that there is a significant increase in student learning outcomes and learning processes. With an average score of 62.5 in the pre-cycle stage, classical completeness only reaches 35%. After the implementation of the Make a Match model, classical completeness increased to 65% in cycle I with an average score of 70.3 and to 85% in cycle II with an average score of 80.6. The implementation of the Make a Match model has succeeded in creating an interesting, dynamic, and fun learning environment. There has been a significant increase in student learning activities, characterized by increased excitement, participation, and student involvement in the science learning process. The results of the study show that the Make a Match model has succeeded in improving the activities and learning outcomes of IPAS and IPAS-related learning for grade IV students of SDN Sukabela. To improve the quality of learning, this study recommends the application of the Make a Match model as an alternative to innovative learning strategies to improve the quality of learning.

Keywords: qualitative; science; learning outcomes; make a match model; and classroom action research

INTRODUCTION

Education is a conscious effort to realize cultural inheritance from one generation to another. This is achieved through learning processes and environments that allow learners to actively develop their self-potential to have the spiritual religious strength, personality, intelligence, noble morals, and abilities needed for themselves. Education is defined as human efforts to develop the potential of physical and spiritual carrying in accordance with the values that exist in culture and society, especially in the field of social studies (Social Sciences).

In essence, the purpose of an educator in teaching is as an inspirer, motivator, and facilitator. Educators are not only those who provide knowledge to students, but also those who inspire, shape character, and help students realize their potential. In addition, educators can motivate students well so that students do not feel bored in the learning process. Quality learning is interesting, interactive, and individualized learning. This includes providing learning materials that are engaging and appropriate to learners' needs and interests, using a variety of ways to get learners actively engaged, and providing assessments that help them grow.

Social studies learning is a subject given in elementary school to learn various events, facts, ideas, and generalizations related to social issues. This social studies includes geography, history, sociology, and economics. According to Rahmad (2016), the purpose of social studies learning in schools is to help students develop their abilities to be sensitive to social problems that occur in society and also problems that occur to themselves, have a positive view of eradicating all forms of inequality, and be skilled in overcoming every problem that occurs every day in society, both those that befall themselves and those that afflict their social environment. Basically, social studies education is very important to teach students social skills and how to interact with others. In social studies learning, social values are very important. Because to know the wide social scope of society. The social attitude of students will develop according to the amount of knowledge from social studies learning. The values and attitudes developed by students are greatly influenced by several factors, namely, family, society, personal characteristics and the behavior of the teacher himself.

According to Sudjana, (2015) learning outcomes are the abilities acquired by students after they receive their learning experience. These learning outcomes include all abilities acquired through interaction with the learning environment, including information, skills, and attitudes, and are not limited to academic components. Learning outcomes are considered to be behavior changes that are general, observable, and measurable. Social studies learning outcomes are the results achieved by students during the learning process which consists of three main components, namely knowledge, skills, and attitudes. The knowledge aspect of student learning outcomes includes basic concepts in history, geography, economics, and sociology.

The learning outcomes show changes in students' attitudes and values in the aspect of skills that show students' ability to analyze social conflicts by applying these concepts in real situations. Meanwhile, the attitude aspect shows changes and values of students, such as appreciation for cultural diversity, a sense of social responsibility, and awareness of the importance of positive roles in society. Therefore, social studies learning outcomes not only

assess the application and competence of students, but also be able to foster a good attitude in daily life by understanding the material.

Regarding the observation on Friday, September 6, 2024 with Mr. Rahmat as the homeroom teacher of grade IV and the teacher who teaches social studies subjects in grade IV of SD Negeri Sukabela Kasemen Serang City, the total number of students in grade IV of SD Negeri Sukabela is 20 students. From the results of observations, it was found that obstacles in the learning outcomes of social studies were in the material of rights and carrying out obligations in class IV. The research was conducted by class IV researchers by showing 6 fewer students who had reached the Minimum Completeness Criteria (KKM) than 14 students who did not complete with an average score of 50.5. The minimum standard of completeness criteria in science subjects is 75.

Based on the observations made, there are several factors that affect student learning outcomes. For example, students who are less motivated in learning, resulting in low student desire. The low learning outcomes of IPAS in grade IV require special attention so that students can focus more on educators during learning. Giving special attention to students is not an easy thing because it requires a higher intensity. In addition to explaining the material using pictures, educators also need to provide real examples that students have seen or experienced.

Educators have used learning media only in the form of pictures, but there are still difficulties when delivering material because there are students who do not pay attention to the material, and even always feel bored with the delivery of educators who are only in the form of pictures. Many students are less interested in learning social studies, because social studies learning only focuses on lecture methods. Students prefer other subjects such as sports and mathematics. To improve student learning outcomes, it is necessary to apply new methods, such as changing learning conditions by adapting outside the classroom and still relating to the material being taught. Learning methods must also be made more attractive so that students are more interested in learning IPAS.

Before using learning media, students tend to be more passive. However, after the use of learning media, students become more aware of what is conveyed by the educator, and there is a curiosity about what is conveyed by the educator. Only certain students obtained scores above the KKM, while students with middle to lower abilities experienced a not too significant increase. On the other hand, students with intermediate to upper abilities showed an increase in change.

Based on the above background, the researcher felt interested in conducting a Classroom Action Research with the title The Application of the Make A Match Model in Improving Student Learning Outcomes in Social Science Learning at Sukabela State Elementary School.

METHOD

The method used in this study is *Penelitian Tindakan Kelas (PTK)*. *Penelitian Tindakan Kelas (PTK)* is the research methodology used in this study. *Penelitian Tindakan Kelas (PTK)* is a type of research activity that is carried out in the classroom with the aim of assisting teachers and solving learning problems, improving the quality and outcomes of learning, and experimenting with innovative learning approaches in order to improve teacher quality and

learning outcomes. PTK is a type of research that can be done alone or in pairs. Research conducted by a teacher in his own classroom or in another teacher's class is known as individual PTK. On the other hand, collaborative PTK research involves multiple teachers working together to conduct research in their classrooms, with additional members visiting the classroom to observe the activity.

Data collection techniques through observation. The observation made by the researcher was in grade IV of SDN Sukabela Kasemen by observing student activities in the learning process which were focused on the learning outcomes and on the activities carried out by the teacher while teaching. The purpose of the interview interview is to identify the problems that arise during social studies learning. Interviews were conducted with teachers of grade IV. Tests are often used as an assessment instrument to measure students' talents. The test carried out is a post test. After learning is carried out using a model, the post test aims to ensure how well students understand the material and perform their obligations.

RESULTS AND DISCUSSION

In every planning of an action carried out by the researcher, of course, the results will not be the same, according to the existing problems and factors that hinder the effectiveness of student learning. This researcher discusses with teachers who aim to get the right solution to solve the problem they get. In the implementation of this *Penelitian Tindakan Kelas (PTK)*. The researcher acts as a model (teacher) and classroom teacher who examines the student's situation. The implementation of this research started from the preliminary stage, then dissolved with cycle I, and cycle II.

Precycle

This stage will be held on Friday, September 6, 2024. In the pre-cycle stage here, the first step taken by the researcher is to plan to carry out actions. The planning in question is the creation of lesson plans, making observation guidelines and test lists for students. The initial stage carried out by the researcher was to ask the school for permission to conduct research. After obtaining permission from the school, the researcher then made observations in the classroom that would be carried out as a place for the research to be carried out, namely class IV. The target of the researcher observed was the teaching and learning process in the classroom, both the teacher who delivered the material and the students when receiving the lesson.

On the first day of observation, the researcher made observations on the learning process in the classroom, the things that the researcher observed were the teacher's activities in delivering the material and the student's activities in receiving the subject matter. The things observed from the teacher's activities are the teacher's skills in opening learning, skills in delivering lesson materials, skills in conducting evaluations and closing skills. Then, the researcher makes observations on students, what the researcher observes is the student's activity in receiving the subject matter. All of these things have been outlined through steps that have been designed by researchers beforehand. After the researcher makes observations, the next step for the researcher is to reflect on the results obtained.

Cycle I

The first cycle phase will be held on Tuesday, November 5, 2024. The implementation procedure of this stage is as follows:

a. Planning

- 1) Prepare materials and lesson implementation plans (RPP)
- 2) Prepare the observation sheet to be used
- 3) Set up the necessary equipment, such as laptops and infocus
- 4) Prepare media that is appropriate to the learning model
- 5) Prepare the steps that the researcher will use at the time of action
- 6) Compile data collection tools, such as questionnaires, learning outcome test questions for each cycle and teacher and student observation sheets

b. Action

After the researcher conducts planning, then the researcher implements the planning stage that has been made previously. The activities carried out in this activity are:

- 1) Researchers as models (teachers) in the classroom in accordance with the lesson plans that have been made previously
- 2) Explain the learning material to be discussed
- 3) Train students' abilities by looking for pairs of cards that contain questions or answers from the material that has been taught.

c. Observation

Observation activities here are carried out at the same time as the implementation of actions. In this stage, teachers become observers in accordance with the guidelines made previously, namely, to observe teaching and learning activities in the classroom. The observations are as follows:

- 1) Monitor the use of the Make a Match model
- 2) Monitor student activities during learning using the Make a Match model
- 3) Monitor students' ability to capture material during learning using the Make a Match model
- 4) Monitor teachers' activities while teaching using observation sheets that have been provided previously. Because the researcher is a model (teacher), the observer is the classroom teacher himself.

d. Reflection

After the implementation of the first cycle of actions, it turned out that it could not obtain the maximum score. The results obtained in the first cycle still did not get the expected results. The results obtained in the first cycle here are the results of observation *Kegiatan Belajar Mengajar (KBM)* in class 80.5, the results of observation of student activities in learning material rights and performing obligations 61.8 and the results of student learning tests on energy concept materials 50.6. All the data obtained by the researcher is then analyzed and reflected. The researcher and the classroom teacher reflect on the results obtained, then the researcher and the teacher discuss what are the shortcomings that are still found in the teaching and learning process that has taken place, which affects the results obtained. The results obtained in this study are as follows:

- 1) The average score of teachers in the KBM process is still lacking
- 2) The average value of student activities in learning material rights and performing obligations is also still low, especially in examples of doing rights and obligations, children sometimes like to give examples of rights and carry out obligations
- 3) Students' activities in learning are disciplined actively and curiosity is still lacking

After the research discussed with the teacher about the shortcomings obtained after the implementation of the action in cycle I, the next step the researcher took was to find a solution and make improvements by preparing a plan to carry out the next action, namely cycle II.

Cycle II

The second cycle stage will be held on Thursday, November 14, 2024. It was held in grade IV of SDN Sukabela with a total of 20 students. The implementation procedure from this level is as follows:

a. Planning

- 1) Prepare materials and learning implementation plans (RPP)
- 2) Prepare the observation sheet to be used
- 3) Prepare the necessary equipment, such as laptops, and infocus
- 4) Prepare media that is appropriate to the learning model
- 5) Prepare the steps that the researcher will use at the time of action
- 6) Compile data collection tools, such as questionnaires, learning outcome test questions for each cycle and teacher and student observation sheets

b. Action

At this stage, it is the stage of planning the actions that have been made. The implementation of the action in cycle II will be carried out on November 14, 2024. The implementation of the second cycle of actions is to carry out right learning and carry out obligations by compiling and designing learning by applying the Make a Match learning model. As for the activities carried out in this second cycle, the learning activities are the same as the first cycle, namely praying with the students, after which the teacher conditions the state of the class, gives appreciation to the students before the learning begins and conveys the learning objectives to be learned. In this activity, teachers ask questions and answers to students about the material to be taught.

c. Observation

In this observation activity in cycle II, the researcher carried out teaching and learning activities in grade IV. The activities observed by the researcher were the results of learning about rights and carrying out obligations using the Make a Match learning model.

d. Reflection

Based on the implementation of the process that has been carried out, there are some initial steps that have not been achieved that can be improved. So that in the second cycle of learning, it has gone well. The researcher concluded that the application of the Make a Match learning model to IPAS learning in rights and carrying out obligations can improve students' learning outcomes in cycle II.

CONCLUSION

Based on the results and discussions that have been described, this classroom action research shows that the application of the "Make a Match" learning model in the learning of social studies about rights and obligations is able to gradually improve student learning outcomes. In the preliminary stage, the researcher conducts initial observations of classroom conditions and the learning process to identify the problems faced. From the observation results, it can be seen that student activity in the learning process is still low, both in terms of active involvement and material understanding.

In the first cycle, even though planning and actions have been carried out, the results obtained have not reached the expected target. The average score of student activities and learning outcomes shows that many students do not understand the concept of rights and obligations well. The results of reflection show several shortcomings in the learning process, including the lack of student activity in providing examples of rights and obligations and a lack of curiosity. This prompted researchers to make improvements in cycle II.

Cycle II showed significant improvement. The researcher again carried out more careful planning, prepared lesson plans that were tailored to the needs of students, and used learning media that supported the Make a Match model. The learning process in cycle II took place more effectively, as seen from the increase in student activity and better learning outcomes compared to the previous cycle. The researcher also noted that students were more active in participating in learning activities, which had a positive impact on their understanding of the material being taught.

Overall, the application of the Make a Match learning model has been proven to be able to improve student learning outcomes in understanding rights and obligations material. In addition, this study also shows that reflection and discussion with classroom teachers play an important role in finding solutions to problems faced during the learning process. Thus, this learning model can be one of the effective alternatives to increase student engagement and understanding in IPAS learning.

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