

Implementation of the Make A Match Learning Model to Improve Student Learning Outcomes

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Abstract: The purpose of this study was to improve social studies learning outcomes through the application of the Make A Match learning model in class V of SD Catholic 04 Brother Don Bosco Tomohon and this research was carried out in the form of classroom action research developed by Kemmis and Taggart with a research design consisting of two cycles with four stages, namely: Planning, Acting, Observation, and Reflection. Student learning outcomes obtained in the first cycle reached 55.43% while in the second cycle student learning outcomes reached 83.91%. Thus, it can be concluded, social studies learning using the Make A Match learning model can improve learning outcomes of fifth grade elementary school students in social studies learning.

Keywords: learning model, make a match, learning outcomes, social science

I. INTRODUCTION

Education is a human interaction that takes place within the scope of formal and non-formal institutions, in which there are several components both educators and students being educated. One of the goals of education is to educate the life of the nation, as stated in the fourth paragraph of the opening of the 1945 Constitution. According to [9], "national education functions to develop capabilities and shape the dignified character and civilization of the nation in order to develop the life of the nation". Based on the national education function above, the teacher's role is the key to success in learning and being responsible for organizing, directing and creating a conducive atmosphere that encourages students to learn.

The process and problem solving of learning in the classroom, especially social studies learning can be done in various ways, for example through class discussions, questions and answers between teachers and students, inquiry and other learning models. In line with this, Arends [8] states: "the learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, the learning environment, and classroom management. Basically, social studies teaching regarding human life which involves all of his behavior and needs. Social studies deal with the way humans use business to meet their material needs, fulfill their cultural needs, their soul needs, utilize existing resources on earth, regulate their welfare and government, and so forth that regulate and sustain people's lives.

Basically, social studies teaching regarding human life which involves all of his behavior and needs. Social studies deal with the way humans use business to meet their material needs, fulfill their cultural needs, their soul needs, utilize existing resources on earth, regulate their welfare and government, and so forth that regulate and sustain people's lives. Based on the description above, [7] stated that "social education ignores the overall interpersonal life of students which includes social teaching experienced by students at home, at school and in various environments where students associate." The point is that studying, analyzing, studying human life

systems on the surface of the earth, that is the essence that is learned at social studies learning [4].

In a social study learning there are other learning models that are used, for example the make a match learning model, the Make A Match model is one type of model in cooperative learning, this model was developed by Lorna Curran [5]. [2] states that Make A Match is a learning model looking for a partner while learning concepts in a pleasant atmosphere. The steps of the Make A Match learning model proposed by Lorna Curran in [5], are as follows: (1) the teacher prepares several cards containing several topics that are suitable for the review session (one side of the card is a question card and the reverse side is an answer); (2) every student gets one card and thinks of the answer or the question of the card in hand; (3) students are looking for a partner who has a card that matches the card (question / answer card); (4) students who can match the card before the deadline are given points; (5) after one round of cards are shuffled again so that each student gets a different card than before, and so on; and (6) conclusions.

In the learning process there are several factors that influence student learning outcomes, as for those factors as stated by [6], namely: (1) internal factors; and (2) external factors. With these factors, student learning outcomes are never optimal due to student motivation, student interests and attention, attitudes and habits, physical and psychological as well as students' different environments. So, from the results of observations made in grade V of Catholic Elementary School 04 Brother Don Bosco, student grades in social studies subjects have not yet reached KKM.

And from these observations researchers chose IPS as a problem, these problems are: (1) viewed from the teacher's side: the teacher uses the lecture method, less systematic classroom mastery, the teacher lacks stimulating student learning activities, (2) viewed from the student's side, among others, many students are less active in the teaching and learning process with characteristics: less submission questions from the material taught, do not provide answers to teacher questions, lack of student attention to the material

explained by the teacher, playing with fellow colleagues, other things that students are less enthusiastic about the lesson, students tell stories with their peers during study hours.

This is evident from 23 students only 7 students or (30.43%) who scored above the KKM and those 16 students or (69.57%) scored below the KKM. Therefore, we need an innovative learning model so that it can improve student learning outcomes, especially in social studies subjects about the types of economic activities.

II. METHODS

This research was conducted in the form of Classroom Action Research (CAR) which ignores the class action research model proposed by Kemmis and Mc Taggart [1] which consists of four stages in the form of cycles, namely: (1) planning, (2) action, (3) observation, and (4) reflection.

The subjects of the research were the teachers and fifth grade students of Catholic Elementary School 04 Brother Don Bosco Tomohon totaling 23 people: 11 male students and 12 female students. The types of data in this classroom action research are qualitative and quantitative.

Qualitative data in the form of observations and quantitative data in the form of written tests, namely LKS (Student Worksheet). The success of students in answering correctly at least 75% of the learning outcomes obtained each cycle [8].

III. RESULTS AND DISCUSSION

Below is a recapitulation of posttest learning outcomes in Table 1 and Table 2. Based on research conducted at the Catholic Elementary School 04 Brother Don Bosco Tomohon especially in class V on social studies subjects about the types of economic activities namely about production, distribution and consumption. With the number of students in class V as many as 23 people consisting of 11 male students and 12 female students.

The action is carried out through two cycles, and each cycle consists of steps, namely: planning, implementation / action, observation, and reflection. Based on observations it can be seen that the learning process by using the Make A Match learning model to improve student social studies learning outcomes in grade V Catholic Elementary School 04 Brother Don Bosco Tomohon has been carried out well, which can be seen from the student learning process and student activity in receiving material and student activity in looking for a partner.

Besides that, it can be seen from the improvement in the results of students working through the Assessment Sheet. In cycle II, more emphasis is placed on improving the learning process of student learning outcomes.

The learning outcomes in the first cycle were 55.43%, this is because the learning activities in the first cycle had not been carried out optimally. There are several deficiencies and problems that occur during the implementation of cycle I. The success of the first cycle, the research continued in cycle II by emphasizing the improvement of the shortcomings that existed in cycle I. The results of the second cycle were 83.91%, an increase

in the second cycle. The activities in the second cycle have been carried out well and as expected.

Table 1
Cycle I Results

Student Name	L/P	Value					Total Score
		1 30	2 10	3 15	4 15	5 30	
A.P	L	5	-	15	-	-	20
A.J	P	30	10	15	15	30	100
B.L	L	5	-	-	-	10	15
C.T	P	30	10	5	10	30	85
C.K	P	30	10	15	-	-	55
C.K	P	30	10	15	15	30	100
C.T	L	5	10	-	-	20	35
F.N	P	20	10	10	10	10	60
F.M	P	30	10	15	-	-	55
G.S	L	20	-	-	-	-	20
G.W	L	30	10	10	-	-	50
G.L	P	30	10	-	-	-	40
G.T	P	30	10	10	15	30	95
J.P	L	30	5	5	5	30	75
J.M	P	30	10	10	15	30	95
M.S	P	30	10	5	10	30	85
M.R	L	10	-	-	-	30	40
N.T	L	10	-	-	-	10	20
R.K	L	5	-	-	15	-	20
R.P	P	30	-	15	10	20	75
R.L	L	30	10	5	-	-	45
T.L	P	30	10	10	10	10	70
V.T	L	5	-	-	15	-	20
Total							1275

Table 2
Cycle II Results

Student Name	L/P	Value					Total Score
		1 30	2 10	3 15	4 15	5 30	
A.P	L	20	10	10	-	20	60
A.J	P	30	10	15	15	30	100
B.L	L	30	10	-	15	10	65
C.T	P	30	10	15	15	30	100
C.K	P	30	10	15	15	30	100
C.K	P	30	10	15	15	30	100
C.T	L	30	10	-	15	30	85
F.N	P	20	10	15	15	30	100
F.M	P	30	10	15	15	30	90
G.S	L	30	10	10	-	30	80
G.W	L	30	10	15	5	30	90
G.L	P	30	10	-	15	20	75
G.T	P	30	10	15	15	30	100
J.P	L	30	10	10	-	30	80
J.M	P	30	10	15	15	30	100
M.S	P	30	10	10	10	30	90
M.R	L	20	10	-	15	30	75
N.T	L	20	10	10	15	20	75
R.K	L	20	10	15	10	10	65
R.P	P	30	10	15	15	30	100
R.L	L	30	10	10	-	10	60
T.L	P	30	10	10	10	20	80
V.T	L	20	10	15	15	-	60
Total							1930

IV. CONCLUSION

The conclusions of this study: (1) the application of the Make A Match learning model can improve student learning outcomes more specifically in social studies subjects in grade V Catholic SD 04 Brother Bosco Tomohon; (2) the Make A Match learning model is able to make students become active, brave, and can be responsible for learning activities. Suggestions from this study: (1) it is expected that the fifth-grade teachers can

use the Make A Match learning model in learning activities more specifically in social studies subjects; and (2) students are expected to be more active in learning and responsible in learning activities.

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