

# Application of Make A Match Learning to Increase Learning Outcomes for Primary School

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**Abstract**— This study aims to increase the student activities and learning outcomes through the application of making a match learning model with audiovisual. This research is a Classroom Action Research using Kemmis Taggart model, which includes 4 stages, namely: (1) planning, (2) action, (3) observation, and (4) reflection. The subjects of this study were 35 students of grade IVB. Research data obtained from observation and test. The results of the study include (1) student activities in cycle I reached 74.25%, while in cycle II reaching 87.25%, (2) learning outcomes in cycle I reached an average of 73.14 with students learning completeness reached 68.57%, while in cycle II reached an average of 82.14 with students learning completeness reach 85.71%. It can be concluded that the application of making a match learning model with audio-visual aids can increase student activities and learning outcomes in class IVB SDN Manukan Kulon II/499 Surabaya.

**Keyword**— *Make a Match Learning; Learning Outcomes*

## I. INTRODUCTION

Based on the observation results at SDN Manukan Kulon II/499 Surabaya, the students' mastery on social studies, *Beautiful Diversity in my country* theme, *Beautiful Cultural Diversity in my country* subtheme was not achieved. The finding showed that students who got scored under the passing grade (less than 75) were 19 students with a percentage of 54.3%, while students who scored according to KKM (equal with or higher than 75) were 16 students with a percentage of 45.7 %. (Primary data: SDN Manukan Kulon II/ 499 Surabaya).

This shows that students' understanding of the material being taught is still low. Students had difficulty in mentioning cultural diversity, such as custom house names, traditional clothing, traditional dance, and weapons areas. Students also had difficulty explaining the uniqueness of traditional house, traditional clothes, and dance from the region. In addition, students' activity during the learning process was also low. Most students have not dared to ask questions, let alone express opinions or responses. Students were also reluctant to come forward to present the results of the discussion unless asked repeatedly by the teacher. Students tend to be passive and take for granted information from teachers and materials in books.

The formulation of the problem in this research is as follows: (1) Is the application of make a match audiovisual aided media able to improve students' learning activity on the subtheme of beauty of culture in my country in IVB SDN Manukan Kulon II/499 Surabaya?; (2) Is the application of make a match audiovisual aided media able to improve students' learning outcomes on the subtheme of beauty of culture in my country in IVB SDN Manukan Kulon II/499 Surabaya? The purpose of this study are: (1) Describing the application of make a match learning model with assisted audiovisual media in improving students' learning activities on the subtheme of beauty of culture in my country in grade IVB SDN Manukan Kulon II/499 Surabaya; (2) Describing the application of make a match learning model with audio-visual media in improving students' learning outcomes in subtheme of beauty of culture in my country in grade IVB SDN Manukan Kulon II/499 Surabaya.

## Make a Match Learning Model

Make a match is a technique developed by Lorna Curran since 1994 [1]. Make a match learning model is learning in game situations by searching pair with the intent of the student looking for a partner from the question card and the corresponding answer card [2].

## The syntax of Make a Match Learning Model

The syntax of make a match learning is as follows [3].

1. Stage 1: Teacher explains the material
2. Stage 2: Students are divided into two groups, e.g group A and group B.
3. Stage 3: Teacher distributes the question cards and answers cards to each group
4. Stage 4: Teacher asks students to look for a pair of cards held with someone else's card within a certain time limit.
5. Stage 5: Teacher invites students to find the pair of cards held by him. Whenever one finds his or her pairs of cards, the student reports and the teacher records them.

6. Stage 6: When the specified time has ended, the teacher notifies and invites students who have not found a partner to get together on their own.
7. Stage 7: The teacher asks each pair to make a presentation. Other students submit opinions or responses
8. Stage 8: teachers do confirm the proofing couples me to do a presentation.

#### Advantages and Disadvantages of Make a Match Learning Model

One of the advantages of make a match technique is a fun atmosphere by giving students the opportunity to play while learning to find a partner from the question card and answer cards of a particular topic. Another advantage, this model can be applied to various levels of age or levels of education as well as on any subject. The advantages of make a match are as follows:

1. Developing learning activities that can improve cognitive and physical abilities of students.
2. Unique and fun because there is an element of playing while learning.
3. Deepening the students' digging and understanding of learning materials.
4. Growing interest and spirit of student learning.
5. Growing students' courage to make presentations.
6. Improving discipline in respecting study time.

The weakness of make a match learning model as follows.

1. If students are not well prepared, the class atmosphere becomes crowded.
2. If the timing is not right, then the time is wasted enough.
3. If one has never applied this model, most students are reluctant to pair up with friends of the opposite sex in shame.
4. If the teacher is not giving directions, then many students are not paying attention at the time the couple did a presentation.

#### Audio Visual Media

Audiovisual media is a medium that in its use touch the sense of sight and hearing simultaneously [4]. The audiovisual aid is a combination of sound and vision media that can reduce the major weaknesses of verbalism, animate subject matter, create fun learning, save time in learning, and improve retention [5].

#### Student Learning Activities

Learning activities are a series of student activities arranged systematically and targeted based on specific syntax learning model [6]. High student learning activities can support success in achieving the goals set.

Students' learning activities during the learning process can be grouped as follows[7]:

1. Visual activities which emphasize the sense of sight, such as reading a book, watching a picture watching for demonstrations or experiments;
2. Oral activities which deal with oral competence such as asking questions, giving opinions, conducting interviews, giving feedback, suggestions, and discussions;
3. Listening activities which emphasizes the sense of hearing, such as listening to conversations, music, listening to descriptions, speeches and discussions;
4. Writing activities which deal with writing skills, such as copying, writing letters, composing and reporting ;
5. Drawing activities that dealing with drawing skills, such as making maps, graphs, and diagrams;
6. Motor activities relating to the ability of motion, such as carrying out experiments, making models, and coordination ;
7. Mental activities which involve the workings of the brain, such as remembering, responding, analyzing, making decisions, and solving problems;
8. Emotional activities which involve feelings, such as fun, excitement, boredom, fear, and calm.

#### Students' learning outcomes

Learning result is differences in the attitudes and behavior of a person to a better direction after going through the learning process [8]. Learning outcomes is a capability that students have after following the learning process in the aspects of cognitive, affective, and psychomotor [9]. Learning outcomes are classified into three aspects consisting of the cognitive form of knowledge, comprehension, application, analysis, synthesis, and evaluation; an affective form of receiving, responding, valuing, and organization; and psychomotor is a student's skills related to motion, both simple and complex movements [10].

## II. RESEARCH METHOD

The design of research is a Classroom Action Research. The classroom action research is an act of scrutiny of a deliberate learning process to address learning problems, improve process quality and learning outcomes, enhance professionalism, and foster academic culture [11].

This classroom action research design uses the Kemmis& Taggart model consisting of four stages in one cycle. The four stages are planning, implementation, observation, and reflection [12]. This research will use the PTK flow, as shown below.

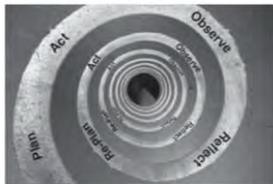


Chart 3.1 Kemmis& Taggart Action Research Model

**Location and Subject of Research**

This research was conducted at SDN Manukan Kulon II/499 Surabaya, located on Jalan Raya Manukan Karya No. 1 Manukan Kulon, District of Tandes, Surabaya. The school was selected as the researcher is a teacher who is in charge of teaching at the school. The subjects of this study were the students of grade IVB SDN Manukan Kulon II/499 by 35 people consisting of 16 male and 19 female students. This classroom action research is conducted in the second half of the 2017/2018 academic year.

**Data collection technique**

Data collection techniques in this study are as follows.

**1. Observation**

Observation is an observation activity to measure the actions of an individual or the process of occurrence of an activity [13]. Observation of student learning activities done during the learning took place. This activity is performed by observers to know all the advantages and disadvantages during the learning process.

**2. Test**

Tests are a number of evaluation questions that participants must answer in oral or written form [14]. Test as an assessment tool contains questions that are given to students in the form of an oral test, written test, and test measures to assess and measure student learning outcomes.

**Data analysis technique**

**1. Student Activity Data**

Data on observation results were analyzed using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage of activity

F = Number of scores syndicated

N = Maximum score of all components.

Observation of student activity converted by the following criteria :

- 81 - 100 : very good
- 61 - 80 : good
- 41 - 60 : enough
- 21 - 40 : less
- 0 - 20 : very poor

**2. Test Data Learning Results**

The average class are calculated using the following formula.

$$M = \frac{\sum X}{N}$$

Information:

M : the average score of all students;

$\sum X$  : the total value of all students ;

N : the number of students taking the test.

**3. The mastery of learning classes is calculated using the formula as follows:**

$$P = \frac{f}{N} \times 100\%$$

Information:

P : percentage of learning mastery score;

F : the number of students who complete the study;

N : the number of students taking the test. [15]

**Indicators of Successful Research**

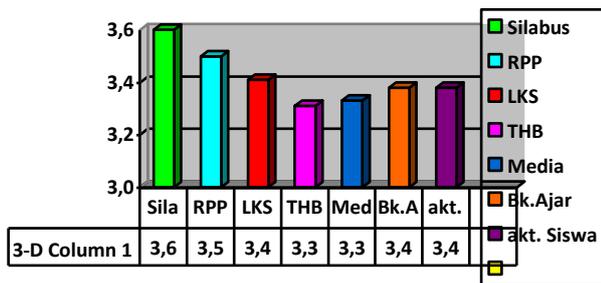
- 1. Observation sheet indicates that student is successful if their activity during learning process reaches at least 80% from indicate planned in learning;
- 2. Student learning completeness is considered successful when 80 % of the total students got the same or more value from KKM ( $\leq 75$ )

**III. RESULTS AND DISCUSSION**

The collection techniques include observation and tests. Observations made in this study include student observation, while tests include test results learning. The data collection techniques are expected to provide an overview of the application of learning models make a match aided audiovisual media to increase the activity and student learning outcomes in beauty in my own country subtheme, cultural diversity in IVB class SDN Manukan Kulon II/499 Surabaya.

The test results of learning in the form of a description test will be done at the end of the second meeting of each cycle. Based on the overall results of the instrument validator in this study, it can be shown in the figure below.

**RESULT OF RESEARCH VALIDATION INSTRUMENTS BY EXPERT**



**Figure 4.1**

Validation result of research instrument Graph

**Observation of Student Activities**

Students activity in the first cycle is 74.25%, 87.25% in the second cycle. The average result of observation of student learning activity in this research reached 80.75%. Based on these data, it can be concluded that student activity in the learning cycle I and II has increased by 13%. Thus learning in cycle II achieved success. This is proved by success in student activity on cycle II reaching a value at over 80%, i.e 87.25 %.

**Student Learning Outcomes**

The test results showed that students who complete learning in cycle I were 24 students with a percentage of 68.57 %, students who are not complete in learning as much as 11 people with a percentage of 31.43 %. In cycle II, the number of students who thoroughly learn as many were 30people with the percentage of completeness reached 85.71 %. Five people with the percentage of 14,29 % did not complete the study. Average student learning outcomes in cycle I reached 73.14. The average of student learning outcomes in cycle II reached 82.14.

Learning outcomes is the ability of students after following the learning process in the aspects of cognitive, affective, and psychomotor. If someone gets a good achievement, then it can be said has experienced success in learning [9]. Based on these data, it can be concluded that student learning outcomes have increased. Through the application of making a match learning model with audio-visual aids, students are actively involved in fun learning so that it can improve students' understanding of the material being taught [3].

**IV. CONCLUSION**

Based on the results of the research, the following conclusions are obtained:

1. Application of make a match learning model with the help of audiovisual media on the subtheme of beautiful cultural diversity in my country in IVB SDN Manukan Kulon II / 499 Surabaya could increase students' learning activity. This can be proven from data showing that students' activity in learning has increased.
2. Implementation of make a match learning model with the help of audiovisual media on the subtheme of beautiful cultural diversity in my country in IVB SDN Manukan Kulon II / 499 Surabaya can improve student learning outcomes. This can be proven from the test results data that shows that the ability of students in understanding the material has increased.

**V. SUGGESTION**

Based on the conclusions described earlier, the researchers can provide some suggestions, including:

1. Teachers can apply make-match learning model with the help of audiovisual media in accordance with the characteristics of the material and learning objectives.
2. Further research can explore the application of making a match learning model with the help of audiovisual media on the theme and other subjects.

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