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## Effect of Applying the *Make A Match* Type Cooperative Learning Model on Thematic Learning Outcomes of Grade V Elementary School Students

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Article Info	ABSTRACT
<p><b>Article History</b></p> <p>Received : 01-06-2022 Revised : 06-07-2022 Accepted : 06-10-2022</p> <p>Keywords:</p> <p>Learning outcomes, make a match, thematic</p>	<p>The problem in this study is the low thematic learning outcomes of fifth grade students at SD Negeri 1 Marga Agung which are not in accordance with the law which states optimizing the role of educators and improving the quality of educators. The aim of the study was to determine the effect of applying the <i>make a match</i> type cooperative learning model on thematic learning outcomes by mastering concepts and empirical experience in mastering innovative learning strategies for educators. The method used in this study was a quantitative research with an experimental type using the nonequivalent control group design technique using two classes as the sample to be studied, namely class VA and as the experimental class and class VB as the control class with a sample size of 33 students. The results of the study showed that there was a significant effect of applying the make a match cooperative model to the thematic learning outcomes of fifth grade students at SD Negeri 1 Marga Agung for the 2021/2022 academic year.</p>

## 1. Introduction

Education has become a very important need for humans in order to create superior and quality future generations so that they can face the current globalization competition. Education is very closely related to the curriculum. Based on RI Law No.14 of 2005, Concerning Educators Chapter I article 1 paragraph 1 confirms that "educators are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education and secondary education". The Educator Law, to optimize the role of educators, improving the quality of educators themselves is a must. The *make a match* method is an alternative that educators can apply in learning. The application of this method can be done in class. This method requires cards, where there are cards that contain questions, and cards that contain answers.

The demand for the developmental needs of elementary school age children is further strengthened by the implementation of the 2013 curriculum which emphasizes confluent education with the main characteristics 1) Participation; This curriculum emphasizes student participation in learning. 2) Integration; there is interaction, interpenetration, and integration of thoughts, feelings and actions. 3) Relevance; there is a suitability between the needs, interests and life of the target learners. 4) Child's personality; provide the main place for the child's personality to develop and actualize their full potential. 5) Purpose; have the goal of developing the whole person. 6) evaluation; prioritize process over results. The point is that the goal of this education is the development of children so that they become more open and more independent human beings (Pangestu, 2019).

Based on the results of the pre-survey research on November 11, 2021 showed several obstacles in the implementation of existing learning resulting in an average score of less than the Minimum Completeness Criteria (KKM), namely 70. The following table shows the number of students whose grades have been completed and those who have not completed.

Table 1. Documentation of grade V educators of SD Negeri 1 Marga Agung

Class	KKM	Number of students	Completed students' number	Not Completed Students Number	Completed Percentage (%)	Unfinished Presentation
VA	70	17	9	8	52,9%	47,1%
VB	70	16	11	5	64,6%	35,4%

Based on the pre-survey research in class V of SD Negeri 1 Marga Agung, the low learning outcomes of these students can be seen from the results obtained by students who are not optimal. Students who completed in accordance with KKM were only 52.9% while in the VB class it was 64.6%. The learning process is still carried out conventionally, where educators explain more learning materials and students only act as listeners. Another cause can be due to the lack of activeness of students in doing the questions given by educators, besides that the way of teaching is less creative so that children are less motivated in learning. Students' learning difficulties are caused not because the material alone is very difficult but can be caused by the ineffective way of teaching educators.

Seeing these conditions, it is necessary to make improvements related to the implementation of learning to improve student learning outcomes and optimize student abilities as expected in the 2013 curriculum. The 2013 curriculum is a curriculum developed to improve and balance soft skills and hard skills in the form of attitudes, skills and knowledge. (Pangestu, 2019)

The implementation of the 2013 curriculum in elementary schools requires the application of a learning approach that is seen as capable of being used to build attitudes, develop abilities, and improve students' skills according to the three predetermined domain aspects which are reflected in the habits of thinking and acting (Nisa' & Anshori, 2021). In the 2013 curriculum a teacher must be able to instill superior character gradually to students through thematic learning. This is because the thematic concepts presented are not based on one teaching material, but relate to an issue in which there are character values that you want to instill in students. Thematic learning itself is an approach in learning that deliberately links several good aspects in intra-lessons and between subjects. (Muncarno et al., 2022)

The 2013 curriculum requires students to be more active during lessons, independent in finding accurate learning resources or materials so that in lessons the educator acts as a facilitator, motivator, and director. Educators have a very influential role in learning, not just imparting knowledge, but educators are required to make learning more active. The method or model used by educators certainly affects the activities of students, if the educator uses a model that involves students to study more diligently, conversely if the educator only explains it then students feel bored and bored during the lesson. Using the right learning model will affect students' learning interest so that lessons are more active and learning outcomes can increase. (Hong Jong-wook, 2019).

Provision in educator learning activities as the center of education, means that educators are required to be able to channel their knowledge to students through

learning activities. A learning process can be said to be successful if students can understand the learning material delivered by the educator and get the expected learning outcomes. (Subandi, 2014)

The learning model already reflects the application of a learning approach, method, technique or learning tactic, and is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain goals. The learning model serves as a teacher guide in planning and implementing learning activities (Pangestu et al., 2022). A learning model that contains teaching strategy guidelines designed to achieve a learning goal, where a learning model is a conceptual and procedural framework that is systematic in organizing the learning experience of students to achieve learning goals (Lestari Y.D. Pangestu D, 2020)

Make *A-Match* type cooperative learning is one of the learning methods that can improve student learning outcomes. (Nyoman Suprpta, 2020)(Aliputri, 2018)(Rima Rikmasari, 2021)(Fauhah & Rosy, 2020)(Magfirah & Syarif, 2021). This learning method can be used by educators as an effort to carry out learning well and as an alternative in an effort to improve student learning outcomes. With this type of cooperative learning, students are encouraged to actively learn through small groups. Students help each other and feel responsible for the success of their friends and even the success of the group is determined from the entire group members being able to master the material studied (Fiteriani, 2016). In the cooperative model, *the make a match type* is a learning model by looking for card pairs, which involves active learners and can train learners' understanding of the material.

Related research on the *make a match* method has previously been widely discussed (Siregar, Eli Santana, Sentosa et al., 2015), (Krisdayanti & Kusmariyatni, 2020), (Cahyaningsih & Sujana, 2016), (Anggraeni et al., 2019). However, none of the research has been conducted at SDN 1 Marga Agung on Thematic Learning.

This study aims to see how students can play an active role through learning by using the *make a match* method. This learning is centered on students to focus more on accepting various learning themes that are associated with subjects that are in the basic area. *Make a match* is a learning method that is expected to increase the horizon of students to be able to think critically and actively through learning that both relate one learning theme to another subject, for example with Social Studies learning and Elementary Civics Learning where later each theme is able to link learning focus that students will receive.

## 2. Method

The research used by researchers is quantitative research with types quasi experiment, by design of nonequivalent control group design which involved 2 classes namely the experimental class and the control class. Researchers use experimental research methods because researchers are looking for the influence of using learning models *Make a match* on student learning outcomes (researchers conducted experiments in class V SD Negeri 1 Marga Agung). Both classes were given a pretest and posttest using the same test instrument. The experimental class and the control class were not randomly selected. The researcher used two classes to study, namely class VA and as the experimental class and class VB as the control class. Difference in mean final grades (posttest) in the experimental class and the control class were compared to determine whether there were significant differences in the effect on improving student learning outcomes between the two classes.

This research was conducted at SDN 1 Marga Agung, Jati Agung District, South Lampung Regency. The research will be carried out in the even semester of the 2021/2022 school year.

The population in this study were all fifth-grade students at SD Negeri 1 Marga Agung which consisted of 2 classes, namely classes VA and VB where there were 17 students in class VA and 16 students in VB, so the total population was 33 students.

The sampling technique used in this study is non-probability sampling, namely sampling that does not provide equal opportunities or opportunities for each element or member of the population to be selected as a member of the sample. The type of sample taken in this study is a saturated sample. The number of samples in this study were 17 students in class VA and 16 students in class VB, so that the total sample was 33 students.

In addition to using the right method, this research also needs to choose relevant data collection techniques and tools. The use of data collection techniques and tools can enable objective data to be obtained. The technique used by the author to collect all data related to research, namely using tests to obtain data on student learning outcomes.

## 3. Results and Discussion

### Instrument validity test

Validity test is used to determine whether the measuring instrument used in obtaining data is valid or not. The measurement criteria for the validity of the questions can be seen in Table 2.

Table 2. Validity Criteria

	$0.00 > r_{xy}$	Invalid	(TV)
Validity	$0.00 < r_{xy} > 0.20$	Very Low	(SR)
Criteria	$0.20 < r_{xy} > 0.40$	Low	(R)
	$0.40 < r_{xy} > 0.60$	Currently	(S)
	$0.60 < r_{xy} > 0.80$	Hight	(T)
	$0.80 < r_{xy} > 1.00$	Very High	(ST)

Source: Arikunto (2014:322)

Based on the calculation data of the validity of the learning outcomes instrument with  $N = 20$  with a significance of 5%  $r$  table is 0.444. Calculation of item variant questions can be seen in Table 3.

Table 3. Item Variants

No Problem	Item Variants
1	0.2605
2	0.2632
3	0.2605
4	0.1684
5	0.2632
6	0.2605
7	0.2632
8	0.1974
9	0.2211
10	0.2605
11	0.2605
12	0.2605
13	0.2211
14	0.2605
15	0.1974
16	0.2605
17	0.2211
18	0.1342
19	0.2632
20	0.2605
21	0.2605
22	0.2605
23	0.1342
24	0.0947
25	0.2211

Based on table 2 above, it can be concluded that the number of item variants is 5.72 with a total variant of 31.83 with a very high category. The results of the calculation of the validity test, obtained 21 items which were declared valid. Then 20 valid questions were selected to be used for the pretest and posttest questions. There are 20 valid questions, namely numbers 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20, 23, 24 and 25.

### Hypothesis testing

Test data analysis in this study using a simple linear regression test in order to test whether there is influence of type cooperative learning model *make a match* on integrated thematic learning outcomes. The data analyzed are the learning outcomes of students which can be seen in table 3. The data obtained are in the form of pretest and posttest values, as follows:

Table. 4 Data Analysis

Class	Value	Sum	KKM	Complete	Percentage (%)	Not Complete	Percentage (%)	Value Lowest	Value Highest
		Learners							
VA	Pretest	17	70	6	35,29	11	64,71	40	80
	Posttest	17	70	13	76,47	4	23,53	50	90

Source: Research Results 2022

Based on the table above, it can be seen that there were 6 students who completed the pretest with a percentage of 35.29%, and 11 students who did not complete the pretest with a percentage of 64.71%. Whereas in the posttest, there were 13 students who completed with a percentage of 76.47%, and those who did not complete were 4 people with a percentage of 23.53%. The completeness of students can be seen from the Minimum Completeness Criteria (KKM), which is 70. The average score obtained by the pretest is 65 and the average value of the other posttest is 80.1. The recapitulation of the results of the simple linear regression test can be seen in table 4 below:

Table. 5 Simple Linear Regression Test

Constant		R value	
A	B	R	R <sup>2</sup>
70,28	2,10	0,9205	0,8473

Source: Research Results 2022

Based on the table above, the regression equation is  $Y = 70.28 + 2.10 \cdot X$ .  $X$  is to estimate the value of student learning outcomes in integrated thematic learning which is influenced by the make a match cooperative learning method. This equation shows that: (1) Constant value (a) is 70.28; meaning that if you use the cooperative learning method of the make a match type it is worth 0 (zero), then the learning outcomes are positive, which is equal to 70.28 ; (2) The regression coefficient value of the make a match type (b) cooperative learning method variable is positive, namely 2.10; it can be interpreted that if the value of the make a match cooperative learning method ( $X$ ) increases by 1 point, the learning result ( $Y$ ) will increase by 2.10.

Then obtained  $r$  count 0.9205 with  $N = 17$  for  $\alpha = 0.05$  obtained  $r$  table 0.444; so that  $r$  count  $>$   $r$  table ( $0.9205 > 0.444$ ). Then  $R$  Square = the magnitude of the coefficient of determination (carrying capacity) of the independent variable (cooperative learning model type *make a match*) in predicting the magnitude of the dependent variable (student learning outcomes) of 0.8473. Meanwhile, 0.1527 is influenced by other factors or variables not examined. So, based on simple linear regression calculations, it can be concluded that there is an influence of the *make a match* cooperative learning model on integrated thematic learning outcomes for VA class at SD Negeri 1 Marga Agung for the 2021/2022 academic year.

Based on simple linear regression calculations, it can be concluded that there is an influence of the *make a match* cooperative learning model on integrated thematic learning outcomes for the VA class at SD Negeri 1 Marga Agung for the 2021/2022 academic year. The theme knits the meaning of various basic concepts so that students do not learn the basic concepts partially. Thus, the learning provides complete meaning to students as reflected in the various available themes. This learning uses an integrated inter-subject approach. Some subjects are looking for concepts, attitudes, and skills that overlap are combined into one. The first educator activity selects concepts, values and skills that are closely related to each other from various subjects. Psychological elementary school students do not need specific knowledge but more general but comprehensive knowledge. Understanding of lessons can be easily done by using this integrated thematic-based approach which is closely related to the life around them. It is effective classroom management that requires educators to be able to create conducive thematic learning conditions so that learning activities can run optimally.

Based on the data above, this study has a comparison of the results of existing research, namely Nisrochah Neni Riyanti (2018) regarding "Implementation of the *Make A Match* type cooperative learning model to improve 24 social studies learning outcomes". This study aims to describe the implementation of learning and student learning outcomes in applying the *Make A Match* cooperative learning model. The results showed a significant difference between classes using the *make a match* cooperative learning model and classes using conventional learning models.



Gading and Kharisma (2017) regarding "The effect of the *make a match* cooperative learning model assisted by audio-visual media on social studies learning outcomes for fifth grade students at SD Negeri 3 Pacung". The results of the analysis show that the cooperative learning model of the *make a match* type has an effect on student learning outcomes. From the data above, it can be concluded that the *make a match* learning model is very influential in learning that focuses on students to focus on learning outcomes that have a very active role in students at school.

Integrated or thematic learning is a form of integrated learning model, namely the network model. Which essentially emphasizes the pattern of organizing material combined in a theme. Thematic learning as a learning system allows students both individually and in groups to actively seek, explore and discover scientific concepts and principles in a holistic, meaningful and authentic way. This learning uses an integrated inter-subject approach. Several subjects searched for concepts, attitudes, and research. This research was conducted by applying a type of cooperative learning *model make a match*. Student learning outcomes were obtained from giving a posttest at the end of the meeting after learning by applying the *make a match* type cooperative learning model. The value of learning activities is taken from observations when learning takes place using observation sheets. Furthermore, the value of student learning outcomes is obtained from giving a posttest, namely 20 multiple choice questions.

The data above is explained regarding the novelty of this study, namely on the observation sheet it is also seen that students who during the learning process use the *make a match* type cooperative method have high scores also get high posttest scores while students who have low scores get low posttest scores. also. This shows that the use of the *make a match* cooperative model has an effect on student learning outcomes. Students are expected to have an active role in learning that is able to explore knowledge. (Rusman, 2012) stated that the type of cooperative learning model that *makes a match* is the learning model of students looking for pairs of cards which are answers or questions before the time limit, students can match the cards given points. The *make a match* type of cooperative learning model trains students' understanding of the material being studied, because there is an element of play so that students do not feel bored in learning, besides that it trains the discipline of students to respect time for learning because of time restrictions in applying the *make a match* type cooperative learning model. a match. On the observation sheet it is also seen that students who during the learning process use the cooperative type method to match those with high scores also get high posttest scores while students who have low scores get low posttest scores as well. This shows that the use of the *make a match* cooperative model has an effect on student learning outcomes. Based on the description above, it can be seen that there is a significant influence on the *make a match* type cooperative learning model on the thematic learning outcomes of fifth grade students at SD Negeri 1 Marga Agung.

In essence, learning is a process of change in a person including skills, skills, and intelligence. The changes that occur are sedentary or permanent. Someone will produce changes after following the exercises and experiences that are carried out through interaction with their environment. Based on the various definitions above, it can be concluded that learning is a person's psychic activity. Learning is done through the process of interaction between individuals and their environment. The purpose of the learning process is to gain knowledge and experience leading to permanent changes in behavior and ability to react. One form of interaction in the learning process can be done by collaborating with each other among group members. Learning as a process carried out by individuals with their environment through experience or training to obtain new changes in behavior (Aunurrahman, 2010). As for learning, there is an application in the form of cooperative learning.

The cooperative learning model is a series of learning activities carried out by learners in certain groups to achieve the learning objectives that have been formulated. Slavin in Isjoni (2009: 15) cooperative learning is a learning model in which students learn and work in small groups collaboratively with 5 members with a heterogeneous group structures. states that cooperative learning can improve student learning better and improve mutual assistance in social behavior. (Anita Lie, 2012) revealed that the cooperative learning model is not the same as just learning in groups. Each learning model has goals to be achieved, as is the case with cooperative learning. The purpose of cooperative learning is different from traditional groups that apply a competition system, where individual success is oriented towards the failure of others.

The main objective in implementing the cooperative learning model is for students to learn in groups with their friends by respecting each other's opinions and providing opportunities for others to express their ideas by conveying their opinions in groups. Based on the opinions of the experts above, the authors conclude that the purpose of cooperative learning is that each student can do something together by helping one another. Thus, there will be common thoughts and understanding between one member and another in a group. (Isjoni, 2014) suggests that cooperative learning also adds elements of social interaction to learning. In cooperative learning students learn together in small groups that help each other. Classes are arranged in groups of 4-5 students with heterogeneous abilities. Heterogeneous groups mean that they consist of a mixture of students' abilities, gender, and ethnicity. This is useful for training students to accept differences and work with friends with different backgrounds.

#### **4. Conclusions and Suggestions**

Based on the results of research and discussion, it can be concluded that there is an influence on the application of the *make a match* type cooperative learning model

on the thematic learning outcomes of grade V students of SDN 1 Marga Agung for the 2021/2022 academic year.

*Make a match* succeeded in improving the learning outcomes of class V students of SDN 1 Marga Agung. Researchers can then conduct research with a *make a match* learning model in other research places that have never used the model.

## 5. Author's Contribution

Deviyanti developed the research concept and design. Muhisom and Roy collected data and presented a table. Pricilia compiled discussions, conclusions and abstracts.

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