

The Application Of The Make A Match Type Of Cooperative Learning Model To Improve Social Studies Learning Outcomes 5TH Grade UPT SPF SDN KIP Bara-Baraya I Makassar City

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ABSTRACT

The problem that lies behind this research is the low learning outcomes of students in social studies subject class V UPT SPF SDN KIP Bara-Baraya I Makassar City. This study aims to describe the application of the make a match type of cooperative learning model to improve social studies learning outcomes in class V UPT SPF SDN KIP Bara-Baraya I Makassar City. The focus of this research is the application of the make a match type of cooperative learning model and student learning outcomes. The research approach used in this study is a qualitative approach and the type of research used is Classroom Action Research (CAR) which was carried out in two cycles, each cycle consists of two meetings. Each cycle has four stages, namely the planning stage, the implementation stage, the observation stage, and the reflection stage. Data collection techniques and procedures are observation, tests and documentation. This Classroom Action Research (CAR) was carried out in class V UPT SPF SDN KIP Bara-Baraya I Makassar City with the research subjects being teachers and students totaling 18 people consisting of 13 male students and 5 female students. The data analysis technique in this research is qualitative and quantitative (mixed method) data analysis. The results showed that there was an increase in student learning outcomes in social studies subjects with the achievement of completeness of pre action learning outcomes in the less category, in the first cycle obtained 8 students complete with the achievement of mastery learning outcomes was in the sufficient category, while in the second cycle 15 students were obtained through the achievement of complete learning in the good category. The conclusion in this study is that the application of the make a match type of cooperative learning model can improve student learning outcomes in social studies subjects for class V UPT SPF SDN KIP Bara-Baraya I Makassar City.

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INTRODUCTION

Learning outcomes are a permanent change in behavior that is obtained from experience. According to Tritjahjo et al., (2018) learning outcomes are a change in behavior that results from learning activities carried out by students. Students are declared to have learning outcomes if they show certain abilities resulting from learning experiences, whereas if students cannot demonstrate certain abilities from the results of their learning experiences, these students cannot be declared to have learning outcomes.

The scope of student assessment itself is regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) Number 23 of 2016 concerning Education Assessment Standards article 3 paragraph 1 which reads: "Assessment of student learning outcomes in basic education and secondary education includes aspects of: (a) attitude; (b) knowledge; (c) skills". Based on according to the Permendikbud, it can be said that a student is said to be successful in achieving learning objectives when their learning outcomes show an increase in aspects of attitude, knowledge and skills from before. There are many factors that cause student learning outcomes to decrease, one of which is the lack of student interest in the learning process so that it eliminates student focus on the material presented by the teacher. This shows that

the teacher's learning plan is still not fully mature so that it has an impact on the learning process that is not optimal.

Social studies is one of the scientific disciplines that examines the concepts of history, geography, sociology, anthropology and economics which are arranged scientifically for learning purposes. According to Paramita (2019), social studies teaching in elementary schools is limited by symptoms of daily life and social problems that exist in the students environment, starting from life problems, housing and family environment, to the environment of the neighboring counties, especially in economic, social, cultural cooperation, health education. Social studies is characterized by social life both interactions between individuals and interactions with their environment. Social studies provides an understanding of each individual about caring for others and their environment, socializing well, working together to promote social values.

Social studies learning can run well if the teacher can apply learning tools that are suitable and in accordance with the material being taught. Therefore, teachers are expected to apply effective learning models so that learning objectives can be achieved optimally. Based on observation in SDN KIP Bara-Baraya I Makassar city for 5th grade students showed that teachers still used conventional learning models or did not apply learning models systematically so that learning was less attractive to students. This is because the learning model used is only teacher centered so that students tend to get bored easily and are less active during the learning process which results in students tending to lack understanding of the material being taught so that it will have an impact on decreasing student learning outcomes.

Based on these problems, an alternative solution to the problem that can be given is to apply the make a match type cooperative learning model which is a learning model that uses card media in the delivery of subject matter. The use of cards as a medium in conveying subject matter can provide a clear picture to students about the material being taught so that students can easily understand the material. This make a match type cooperative learning model is also a learning model which will make students fully involved in the learning process so that it will provide meaningful learning for students.

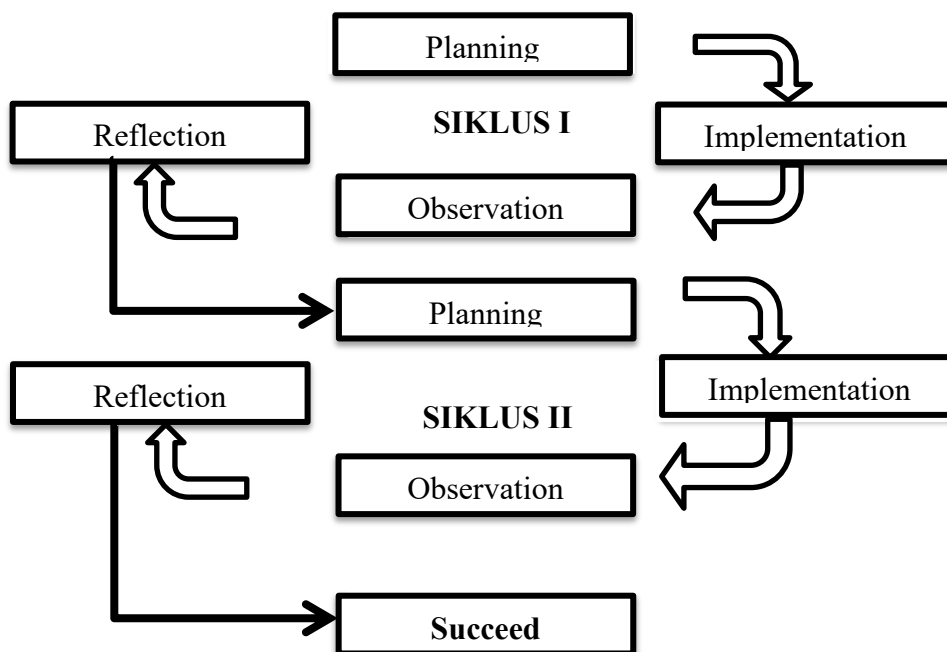
The make a match type cooperative learning model is a learning model that is carried out in groups where students are invited to understand learning concepts and topics in fun situations through question cards and answer cards. Rusminawati & Mediatati (2017) argues that the implementation of the make a match model starts with the teacher asking students to find pairs that have answer cards or questions that match before a predetermined time limit, students who are able to match their cards will get points.

The main objective in implementing the make a match learning model is that students can be trained to be more thorough, and be able to think fast, be persistent, and have a good understanding of the material and be able to communicate well with their friends. In this way it is hoped able to think logically so that learning becomes fun and then a meaningful learning process will be formed for students. According to Ismawati et al. (2020) a learning model that fits student characteristics will increase student motivation to learn so that student understanding and learning outcomes can increase. This is one of the reasons the cooperative learning model of the make a match type is very suitable to be applied in learning in elementary schools, especially in social studies subjects.

METHOD

This study uses a qualitative approach, called qualitative because in this study the researchers obtained data through observing the activities of teacher and students during the learning process. Because it will be presented regarding the increase in social studies learning outcomes using the make a match type cooperative learning model.

The type of research that will be used in this research is classroom or ordinary action research abbreviated as CAR which consists of several stages of implementation including: planning, research implementation, observation and reflection repeatedly is called a cycle. This class action research is carried out in one cycle or more by applying the Problem Based Learning model. The planned action flow in this study is presented as follows:



Picture 1 Research Design according to (Arikunto, et al, 2015)

This research was conducted at UPT SPF SDN KIP Bara-Baraya I Makassar City on thematic learning. This research was conducted in class V in the 2022/2023 academic year in odd semester. The focus of this research is the application of the make a match type of cooperative learning model and student learning outcomes. The research approach used in this study is a qualitative approach and the type of research used is Classroom Action Research (CAR) which was carried out in two cycles, each cycle consists of two meetings. Each cycle has four stages, namely the planning stage, the implementation stage, the observation stage, and the reflection stage. Data collection techniques and procedures are observation, tests and documentation. This Classroom Action Research (CAR) was carried out in class V UPT SPF SDN KIP Bara-Baraya I Makassar City with the research subjects being teachers and students totaling 18 people consisting of 13 male students and 5 female students. The data analysis technique in this research is qualitative and quantitative (mixed method) data analysis. Data collection techniques used in this study were in the form of observation, tests and documentation. The research instruments in this research are (1) teacher observation sheets, (2) student observation sheets, (3) evaluation grid, and (4) final evaluation tests. Indicators of success in this study can be seen from two aspects, namely as follows:

- a. The learning process, referring to Arikunto (2013) the learning process is categorized as successful if at least 68% of the implementation is in accordance with the learning scenario. Percentage measurement in a descriptive scale namely:

Table 1 Level of Process Success in Implementing the Make a Match Model

Activities (%)	Category
68-100%	Good (G)
34-67%	Enough (E)
0-33%	Low (L)

- b. Learning outcomes, success criteria in terms of results are marked by an increase in student learning after applying the make a match cooperative learning model. The criteria used in the success of student learning outcomes are as follows:

Table 2 Learning Outcomes Standard Category Format

Mastery Level (%)	Category
86 – 100	Very Good
71 – 85	Good
56 – 70	Enough
41 – 55	Low
< 40	Very Low

To determine the completeness and incompleteness of learning outcomes can be seen in the following table:

Table 3 Indicators of Completeness and Incompleteness of Student Learning Outcomes

Category	Value Scale
Complete	0 - 69
Incomplete	70 - 100

RESULTS AND DISCUSSION

RESULT

1. Pre-action Data Exposure

The initial step taken by the researcher before carrying out the classroom action was to make a visit to the school that would be used as a research location. The visit intends to find out the latest state of social studies learning for students after previously the researchers conducted KKN and internships from October to December 2021 at the school. Observation were made during learning and interviews with the teacher as homeroom teacher, namely on September 16, 2022. In the observations made, problems were found in social studies learning, namely student learning outcomes were still low, besides that the teacher had not implemented a systematic learning model which basically could help students understand the material being taught more meaningfully.

Table 4 Percentage of Achievement of Average Score Preliminary Findings of Pre-action Learning Outcomes

Nu	Information	Frequency	Percentage
1.	Students who achieve average grades	5	27,77%
2.	Students who have not achieved an average grade	13	72,22%
Grade Point Average			54,88%

Based on the table above, it can be seen that the completeness of students social studies scores at pre-action reached 27,77% or as many as 5 students while students who had not yet completed reached 72,22% or as many as 13 students. Students are said to be complete if they achieve an average value of ≥ 70 .

Table 5 Percentage of Completeness of Student Learning Outcomes in Pre-action

Nu	Scale Completeness	Level of Success	Total Students	Percentage of Students
1	86 – 100	Very Good	2	11,1%
2	71 - 85	Good	3	16,6%
3	56 - 70	Enough	4	22,2%
4	41 - 55	Low	2	11,1%
5	< 40	Very Low	7	38,8%

Based on the table above, it can be seen that there are students who have very high or very low assessment criteria. Students who have very good criteria are 2 students (11,1%), who have good criteria are 3 students

(16,6%), while students with low criteria are 2 students (11,1%), and 7 other students belonging to very low criteria (38,8%).

2. Cycle I Action

The implementation of this research action was carried out in accordance with the plan that had been made. It was agreed by the teacher and researcher that there were 2 meetings in the first cycle, namely on September 24 and 26 2022 in accordance with the initial plan that has been agreed upon by researchers and teachers of grade V of UPT SPF SDN KIP Bara-Baraya I Makassar City.

Table 6 Results of Observation of Cycle I teacher Teaching Activities in Pictures of the Make a Match Type of Cooperative Learning Model

Cycle	Total Score Gain	Score Max	%	Category
Meeting I	9	15	60%	Enough
Meeting II	10	15	66%	Enough

Based on data from observations of teacher teaching activities in cycle I (meetings I and II) using the make a match type cooperative learning model, it can be concluded that in cycle I, meeting I obtained an overall score of 9 with a maximum score of 15 so as to obtain a percentage of 60% declared to be in the sufficient category (C) while the second meeting was obtained as a whole by 10 maximum score of 15 so that a percentage of 66% was stated to be in the sufficient category (C).

Table 7 Results of Observation of Student Learning Activities in Cycle I Students in Using the Make a Match Type of Cooperative Learning Model

Cycle	Total Score Gain	Score Max	%	Category
Meeting I	8	15	53%	Enough
Meeting II	10	15	66%	Enough

Based on data from observations of student learning activities in cycle I (meetings I and II) using the make a match type cooperative learning model, it can be concluded that in cycle I, meeting I obtained an overall score of 8 with a maximum score of 15 so as to obtain a percentage of 53% declared to be in the sufficient category (C) while the second meeting was obtained as a whole by 10 maximum score of 15 so that a percentage of 66% was stated to be in the sufficient category (C).

Table 8 Percentage of Completeness of Student Learning Outcomes in Cycle I

Nu	Scale Completeness	Level of Success	Total Student	Percentage of Student
1	86 - 100	Very Good	4	22,2%
2	71 - 85	Good	4	22,2%
3	56 - 70	Enough	4	22,2%
4	41 - 55	Low	0	0%
5	< 40	Very Low	5	27,7%

Table 9 Description of Mastery Value of Student Learning Outcomes in Cycle I

Category	Value Scale	Frequency	%	Information
Incomplete	0 - 69	10	55,5%	KKM = 70
Complete	70 - 100	8	44,4%	
Total		18	100%	

Table 9 above shows that in cycle I, the percentage of completeness achieved by students who were in the incomplete category was 10 students with a percentage of 55,5%, while in the complete category there were 8

students with a percentage of 44,4%. Based on the percentage of completeness of the student learning outcomes, it can be concluded that the learning completeness in cycle I has not reached the standard of completeness on the indicator of success because classically it has not reached 80% of students who get grades according to KKM standards, namely student scores ≥ 70 .

Based on the results of observations on teacher teaching activities and student learning activities through the application of the make a match type of cooperative learning model in social studies learning content in class V UPT SPF SDN KIP Bara-Baraya I Makassar City, as well as data analysis of student learning outcomes from meetings I and II, the findings that occurred during the teaching process can be recorded to be used as a reflection follows:

- 1) Teacher activities using the make a match type of cooperative learning model still have deficiencies that are not implemented and forgotten. As for improvement or reflection efforts made at the next meeting, namely: the teacher conveys material related to forms of human interaction with the natural, social and economic environment better, the teacher explains the technique of cooperative learning model type make a match more optimally, the teacher directs students in think about pairs of questions and answers, the teacher gives feedback to students, the teacher gives evaluations regarding the questions and answers contained on each card.
- 2) Student activities in the learning process using the make a match type cooperative learning model in cycle I also still have many shortcomings. As for improvement or reflection efforts made at the next meeting, namely: students record the teachers explanation, students ask the teacher if they don't understand, students look for information from books or notes on material that has been studied, students raise their hands when they succeed in pairing all the cards, students conclude learning material.
- 3) The results of students' learning in the first cycle showed that the research had not reached the predetermined results. Based on observations of the learning process through the application of the make
- 4) a match type cooperative learning model, it was obtained data that in the first cycle the teachers teaching activities at meetings I and II were in the sufficient category (C), and student learning activities at meetings I and II were in the sufficient category (C). While the data analysis of student learning outcomes in the first cycle test can be seen in the appendix which shows that the classical student learning outcomes achieved by students are still in the sufficient category, namely only 44,5%, while the classical learning achievement indicators must reach 80% of all students who scored ≥ 70 . As for improvement or reflection efforts, the teacher will place more emphasis on explaining the material to be studied at the next meeting.

Based on the description above, it can be concluded that the results of the research conducted in cycle I have not been completed. Therefore, the researcher continued the research into cycle II stage.

3. Cycle II Action

The implementation of the second cycle was carried out on October 5 and 7, 2022. The activities in the second cycle were the same as the activities in the first cycle which included planning, implementation, observation, and reflection

Table 10 Results of Observation of Cycle II Teacher Teaching Activities in Pictures of the Make a Match Type of Cooperative Learning Model

Cycle	Total Score Gain	Score Max	%	Category
Meeting I	13	15	86%	Good
Meeting II	15	15	100%	Good

Based on data from observations of teacher teaching activities in cycle II (meetings I and II) using the make a match type cooperative learning model, it can be concluded that in cycle II, meeting I obtained an overall score of 13 with a maximum score of 15 so as to obtain a percentage of 86%. stated to be in the good category (B) while the second meeting was obtained as a whole by 15 with a maximum score of 15 so as to obtain a percentage of 100% which was stated to be in the good category (B).

Table 11 Results of Observation of Student Learning Activities in Cycle II Students in Using the Make a Match Type of Cooperative Learning Model

Cycle	Total Score Gain	Score Max	%	Category
Meeting I	14	15	93%	Good
Meeting II	15	15	100%	Good

Based on data from observations of student learning activities in cycle II (meetings I and II) using the make a match type cooperative learning model, it can be concluded that in cycle II, meeting I obtained an overall score of 14 with a maximum score of 15 so as to obtain a percentage of 93%. declared to be in the good category (B) while the second meeting was obtained as a whole by 15 with a maximum score of 15 so as to obtain a percentage of 100% which was stated to be in the good category (B).

Table 12 Percentage of Completeness of Student Learning Outcomes in Cycle II

Nu	Scale Completeness	Level of Success	Total Student	Percentage of Student
1	86 - 100	Very Good	4	22,2%
2	71 - 85	Good	11	61,1%
3	56 - 70	Enough	3	16,6%
4	41 - 55	Low	0	0%
5	< 40	Very Low	0	0%

Table 13 Description of Mastery Value of Student Learning Outcomes in Cycle II

Category	Value Scale	Frequency	%	Information
Incomplete	0 - 69	3	16,66%	KKM = 70
Complete	70 - 100	15	83,33%	
Total		18	100%	

Table 13 above shows that in cycle II, the percentage of completeness achieved by students in the incomplete category was 3 students with a percentage of 16.66%, while in the complete category there were 15 students with a percentage of 83.33%. Based on the percentage of completeness of the student learning outcomes, it can be concluded that the learning completeness in cycle II has reached the standard of completeness on the indicator of success because classically it has reached 80% of students who get grades according to KKM standards, namely student scores ≥ 70 .

Based on the results of observations on teacher teaching outcomes and student learning activities through the application of the make a match type cooperative learning model in Social Sciences (IPS) learning content in class V UPT SPF SDN KIP Bara-Baraya I Makassar City, as well as data analysis of student learning outcomes from meetings I and II, the findings that occurred during the teaching process can be recorded to be used as a reflection in cycle II, namely as follows:

- 1) The teacher's teaching activities in the learning process in cycle II have been carried out well. The teacher has mastered the application of the make a match cooperative learning model well so that learning to improve social studies learning outcomes has increased and is in the good category.
- 2) Student activity in the learning process using the make a match type cooperative learning model in cycle II has increased and is in the good category, because students are used to and have understood the application of the make a match type cooperative learning model, so students look active in learning activities, students have also seen enthusiasm in participating in learning, and social studies learning outcomes of students have also increased after the application of the make a match type cooperative learning model so that they are in the good category.
- 3) The results of student learning in cycle II show that the research has achieved the expected results before. Based on observations of the learning process through the application of the make a match type cooperative learning model, data was obtained that in cycle II the teacher's teaching activities at meetings I and II were in the good category (B), and student learning activities at meetings I and II were in the good category (B). While the data analysis of student learning outcomes in the second cycle test showed that the classical mastery of student learning outcomes achieved by students was in the good category, namely as many as 15 students with a percentage of 83.33%, while students who did not reach the KKM were 3 students with a percentage of 16.66% which can be seen in the attachment. The data obtained also shows that there are

still students who have not reached the KKM for social studies subjects. However, this achievement has exceeded the previously determined research success indicator, namely the percentage of classical learning completeness is 80%. of all students who scored ≥ 70 .

Based on the description above, it can be concluded that the learning process and student learning outcomes have increased through the application of the make a match type cooperative learning model to improve student learning outcomes in class V UPT SPF SDN KIP Bara-Baraya I Makassar City so that it does not need to be continued in the next cycle.

DISCUSSION

Based on the data obtained, it shows that the results obtained in the first cycle of student learning completeness were 8 out of 18 students who were declared complete while there were still 10 out of 18 students who had not reached the predetermined mastery value. This happens because there are still deficiencies that occur during the learning process such as there are several learning steps that the teacher skips when carrying out the learning process in cycle I. When compared with the data obtained during the pre-action, the results obtained in cycle I have increased from 5 to 8 students who achieve learning mastery.

However, the results obtained in cycle I have not been able to achieve the predetermined success indicators, namely as many as 80% of students reach the level of completeness, so researchers are required to continue research in cycle II by paying attention to the deficiencies that have been made in cycle I which are then sought to be perfected. in cycle II. This is in line with what was stated by (Abdullah, 2018) that teachers who will apply a particular learning model must really master and understand how to implement cooperative learning in the classroom. This is intended so that teachers do not only know the cooperative learning model theoretically, but also have practical provisions in applying the selected cooperative learning model.

The data obtained in cycle II showed that 15 out of 20 students completed their learning completeness. This shows an increase in learning outcomes from cycle I, namely 8 students to cycle II, as many as 15 students who were declared complete. The use of the make a match model in social studies learning brings students to learn about a concept in a pleasant atmosphere. One of the advantages of this make a match model is that students are brought to know a concept in groups in a pleasant atmosphere so that students are more comfortable in receiving learning material.

This is reinforced by the results of research conducted by Syam & Lansart (2021) published in a research journal with the title "Application of the Make A Match Type Cooperative Learning Model to Improve Student Learning Outcomes About Human Interaction in Class V SD Negeri 290 Inpres Kasisi Tana Toraja Regency", the results obtained in the first cycle were that 13 out of 20 students achieved the KKM score, then the results obtained in the second cycle were that there were 17 out of 20 students who obtained the KKM score after applying the make a match cooperative learning model. The increase in student learning outcomes in learning from 13 students to 17 students, from these data shows an increase in student learning outcomes in receiving learning using the make a match type cooperative learning model.

However, in cycle II there were still 3 students who had not achieved complete learning outcomes. High and low learning outcomes can be influenced by two factors, namely internal factors and external factors. As stated by Parwati & Apsari (2020) that internal factors are factors originating from within students that are related to physiological factors (about a person's physical condition both in terms of physical abilities and physical function) and psychological factors (such as intelligence/level of intelligence of students motivation, interest in learning, etc.). External factors are factors that come from outside the student's self such as family, school and community factors. Seeing the indicators of success that have been achieved in cycle II, the researcher feels sufficient because the process goes according to the lesson plan that has been made, so that this research does not require any action in cycle III.

Based on the results of classroom action research in cycle I and cycle II, it can be stated that there was an increase in student learning outcomes in social studies subjects through the application of the make a match type cooperative learning model in class V UPT SPF SDN KIP Bara-Baraya I Makassar City. This is in line with Abdullah (2018) opinion that one of the advantages of the make a match learning model is that it can improve student learning outcomes in order to achieve a classical mastery level. With an increase in student learning outcomes from cycle I to cycle II, the ability of students' understanding in absorbing learning material also increases. This is because students are getting to know and are familiar with the application of the make a match type of cooperative model. As it is known that learning outcomes are changes in behavior that students acquire during the learning process, as stated by Nurhasanah & Sobandi (2016) that learning outcomes are a

description of the abilities possessed by students as a manifestation of the efforts that have been made by students in learning.

Based on the description of the discussion made by the researcher, it can be concluded that the application of the make a match type of cooperative learning model to improve social studies learning outcomes in class V UPT SPF SDN KIP Bara-Baraya I Makassar City is stated to be able to improve social studies learning outcomes for students.

CONCLUSION

Based on the research results obtained, it can be concluded that the application of the make a match type of cooperative learning model in the material forms of human interaction with the environment and its influence on social, cultural and economic development in social studies subjects can improve student learning outcomes in class V UPT SPF SDN KIP Bara-Baraya I Makassar City. This is evidenced by the results of teacher and student activities as well as student learning outcomes in social studies learning. The description of the increase can be seen from each cycle. The results of the tests carried out at the pre-action were in the less category (K). Cycle I was in the sufficient category (C) with learning mastery reaching. Cycle II is in the good category (B). The application of the cooperative learning model of the make a match type can improve the learning outcomes of class V UPT SPF SDN KIP Bara-Baraya I Makassar City.

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