

## **Implementation of make a match model to improve thematic learning outcomes**

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### **Abstract**

*Curriculum 2013 focuses on the implementation of thematic learning; thus requires a suitable model of approach to improve student learning outcomes. The purpose of this study was to apply make a match learning model to Curriculum 2013 Theme 7 and analyze its influence to improve learning outcomes in primary school students. This classroom action research was conducted in 2 cycles at SDN Kutowinangun 10 Salatiga with a study sample of 16 students in class IV. Each cycle had 4 stages, i.e. planning, action, observation, and reflection. Data collection techniques used were tests and observations. Result shows an increase in students' learning outcomes indicated by an increase in the number of students who passed the Minimum Completion Criteria, i.e. from 37.5% in cycle 1 to 81.25% at the end of cycle 2. Therefore, make a match cooperative model could be implemented by teachers to improve the quality of learning in the classroom.*

**Keywords:** *thematic learning; make a match; learning outcome*

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### **Introduction**

Curriculum 2013 used by the primary school in Indonesia currently emphasizes thematic learning designed as attractive as possible and as close as possible to the student environment to stimulate students' enthusiasm in extracting information from the material to be studied. Students can find their concepts based on initial knowledge; thus it will be more meaningful because thematic learning emphasizes learning by doing (Rusman, 2014). These interesting and fun activities will arouse students' curiosity and motivate them to think critically; thus the learning process will run actively, creatively, innovatively, effectively, and pleasantly (Trianto, 2011).

Thematic learning has been applied in elementary and junior high schools (Hapidin, Nurjannah, & Hartati, 2018; Pursitasari, Nuryanti, & Rede, 2015; Syaifudin, Rokhman, & Zulaeha, 2017; Winarni, Dadi, & Lusa, 2017). However, the learning process that has been carried out has not maximally improved student learning outcomes. Therefore, another approach is needed; for instance, make a match method.

Make a match learning model is a cooperative learning model that emphasizes the search for pairs by the question cards and answer cards that have been previously shared to achieve the learning objectives. This model requires students to compete to find and get a match. This certainly will improve student learning outcomes. Huda (2013) asserts that the

make a match model can promote student learning activities, both cognitive and physical because there are elements of the game and make this model fun. Previous studies proved that this model improved the learning process in social science (Febriana, 2011), increased learning motivation (Fauzi, Usodo, & Subanti, 2017; Fidiyanti, Ruhimat, & Winarti, 2018), and increased students' achievement (Lazim, Aldriyanti, Alpusari, Hermita, & Mahbubah, 2018) and reading comprehension (Wastawan, Sutarsyah, & Sudirman, 2014). Therefore, in this study, we implemented make a match learning model to increase students' learning outcomes in primary school.

## **Materials and Methods**

This study used a classroom action research method carried out in 2 cycles. Each cycle consisted of planning, action, observation, and reflection (Kemmis and Taggart, 2007). In the planning stage, we prepared a Learning Implementation Plan in Theme 7 "My Beautiful Country", sub-theme "Ethnic and Religion Diversity in My Country"; prepared media to be used during learning; made question sheets in the form of pretest and posttest; made observation sheets to observe learning activities as well as the activeness of students during learning process. In the action stage, the learning activity was executed by the Learning Implementation Plan that has been made. The observation stage was carried out during the learning process. The reflection stage was performed for improvement by comparing the result with performance indicators.

There were 9 steps in applying the make a match cooperative learning model: (1) the teacher presented the study material, (2) the students were divided into 2 groups, (3) the teacher gave the question card to group A and the answer card to group B, (4) The teacher asked the students in Group A to find the matching cards in group B. The teacher should also mention the time limitation, (5) The teacher asked all students in group A to look for their matching cards in group B, (6) When the time is over, students who have not found the matching cards were gathered, (7) The teacher invited one student pair for presentation and the other student gave a response, (8) The teacher confirmed the matching of the question and answer, (9) The teacher gave appreciation to the matching problem and answer.

This research was conducted in Semester II Academic Year of 2018/2019 at SD Negeri Kutowinangun 10 Salatiga. The subjects of this study were nine male students and seven female students in class IV. Data collection techniques in this study were test and observation. The test was in the form of multiple choice questions consisting of 25 items. Before data collection, the instrument was tested for its validity and reliability using SPSS 22

for Windows. The test was carried out at the end of each cycle. This research was considered successful if the learning outcomes achieved learning completeness by 80% and the average class score was higher than the Minimum Completion Criteria.

The analysis was carried out in two cycles. Cycle II was an improvement of cycle I. The results of the two cycles were then compared to find out the increase in learning outcomes obtained from the results of the test. If the results of the research in cycle II were better than in cycle I, students completed the learning process and were able to reach the Minimum Completion Criteria, then the study was considered successful; and in general, if the class achievement reached 80%.

## Results and Discussion

Based on preliminary observation, we noticed that the learning process in class IV of SDN Kutowinangun 10 Salatiga was still teacher-dominated by using the conventional method. Students were less active in learning activities because they only received material from the teacher. It resulted in low students' learning outcomes; therefore, it was critical to improving the learning process and students' outcomes.

To improve the learning process, we implemented make a match cooperative model. Teacher and student activities in cycle I consisted of session 1 and session 2. Based on observations, the score of teacher activity on pre-cycle was 27 aspects with a percentage of 79.41%. After applying the model in cycle I, the average score of teacher activity increased to 29 aspects with a percentage of 85.3%. In cycle II, the average score of teacher activity increased from cycle I to 33 aspects with a percentage of 97% (Table 1).

Along with the increase in teacher activity, the average score of student activity was also increased. In pre-cycle, the average score of student activity was 60%. In cycle I and cycle II, the average score of student activity increased to 19 aspects with a percentage of 71% and to 24 aspects with a percentage of 92%, respectively (Table 2).

Table 1. Comparison score of teacher activity in pre-cycle, cycle I, and cycle II

	Pre-cycle	Cycle I	Cycle II
Session 1		82.3%	91.2%
Session 2	79.41%	85.3%	97.1%
Average score	79.41%	83.8%	94.15%
	(Good)	(Very Good)	(Very Good)

In cycle I, the improvement of the learning process was still not optimal due to several obstacles; therefore a reflection was carried out. In cycle II, there was an increase in the average score of both teacher and student activities. Thus, the implementation of make a match cooperative learning model influenced students' learning outcomes.

The increase in the learning process by applying make a match cooperative learning model on theme 7 influenced students' learning outcomes. In pre-cycle, many students scored below the Minimum Completion Criteria. Out of 16 students, only 4 of them passed the Minimum Completion Criteria with the average learning outcome was 60.25. After applying make a match model, the number of students reached the Minimum Completion Criteria in cycle I was 37.5% and 81.25% in cycle II. The average learning outcome was also increased from 63.5 in cycle I to 70.25 in cycle II (Table 3).

After using the make a match type of cooperative learning model on theme 7, learning outcomes have increased. In the first cycle students who reached the Minimum Completion Criteria had six students with a percentage of 37.5% and students who had not reached the Minimum Completion Criteria had ten students with a percentage of 62.5%. The average learning outcome in the first cycle is 63.5. In cycle II, learning outcomes experienced an increase from cycle I. The number of students who reached the Minimum Completion Criteria there were 13 students with a percentage of 81.25% and students who had not reached the Minimum Completion Criteria had three students with a percentage of 18.75%. The average learning outcome in cycle II is 70.25. Cycle I there are six students who reach the Minimum Completion Criteria with a percentage of 37.5%, while ten students have not finished with a percentage of 62.5%. Cycle II there were 13 students who reached the Minimum Completion Criteria with a percentage of 81.25%, while three students had not finished with a percentage of 18.75% (Fig. 1). The learning outcomes of the pre-cycle, cycle I and cycle II increased. In pre-cycle the average value is 60.25, in the first cycle the average increases to 63.5, while in the second cycle the average increases to 70.25 (Fig. 2).

Table 2. Comparison score of student activity in pre-cycle, cycle I, and cycle II

	Pre-cycle	Cycle I	Cycle II
Session 1		88%	96%
Session 2	60%	92%	100%
Average score	60% (Good)	86.5% (Good)	98% (Very Good)

The observation results of teacher activities and student activities with the application of the make a match cooperative learning model in theme seven learning shows an increase from the pre-cycle, cycle I, and cycle II stages. Students become more active in asking questions, dare to express opinions, can interact well during discussions with groups. Teacher activities and student activities in theme 7 learning with the application of the make a match cooperative model can be said to be successful if there is a significant increase, at least with a B qualification (Good)  $80\% \leq NR \leq 90\%$ . The average results of observation of teacher activities in the second cycle are the percentage of 94.15% and the average results of observations of student activities, namely the percentage of 92%. Teacher activities and student activities in the second cycle are considered successful because they have reached the indicator.

Table 3. Comparison of students' learning completeness in pre-cycle, cycle I, cycle II

No	Learning completeness	Nilai	Pre-cycle		Cycle I		Cycle II	
			Σ	%	Σ	%	Σ	%
1	Not complete	< 65	12	75	10	62.5	3	18.75
2	Complete	≥65	4	25	6	37.5	13	81.25
Σ			16	100	16	100	16	100

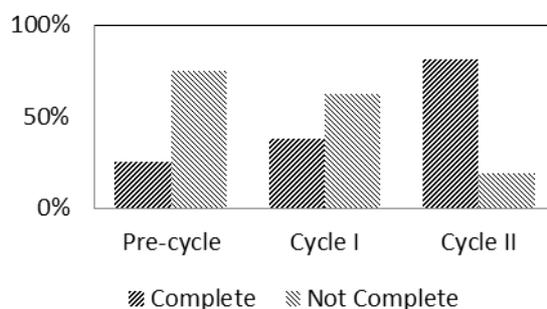


Figure 1. Learning completeness in pre-cycle, cycle I, and cycle II

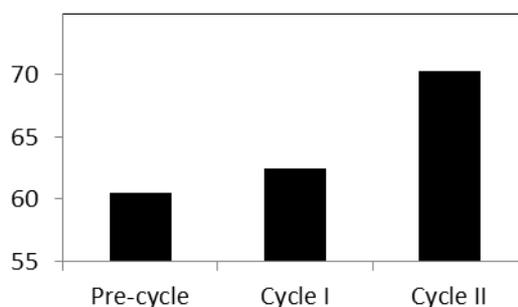


Figure 2. Average learning outcome in pre-cycle, cycle I, and cycle II

After going through the action in the second cycle, it was seen an increase in learning outcomes in theme seven which had met the indicators of success. This is allegedly because the implementation of the make a match model has been well implemented through various activities carried out by students. In addition to the main impacts of implementing the make a match model that has been achieved, the learning that has been carried out also has a companion effect, including: (1) students are more enthusiastic in participating in learning; (2) learning is more meaningful because students build their knowledge based on the surrounding environment and information seeking activities; (3) creating an active and pleasant learning atmosphere; (4) the learning material delivered can attract students more attention; and (5) foster an attitude of cooperation and can practice concentration to find a partner from a question or answer card. This was supported by the statement of Yuliati (2017) who stated that the application of the make a match learning model could create a pleasant learning atmosphere, thus the students became more interested in participating in classroom learning and could improve student learning outcomes.

## Conclusion

Make a match is one of the cooperative learning models which can be implemented to increase students' learning outcome. Moreover, this model will also improve both teacher and students activities in the classroom.

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