

Application of Cooperative Learning Model Type Make A Match to Improve Students Learning Outcomes in Junior High School

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Abstract

This study is discusses about the implementation model of learning cooperative type make a match on the subjects of Natural Sciences (IPA) Integrated, especially in grade VIIIA students of Baiturrahim Junior High School Jambi City. The purpose of this research is to know the application of cooperative learning model type make a match can help improve students' learning results in Natural Science lessons in grade VIII Baiturrahim Junior High School Jambi City. This research uses Class Action Research which consists of four stages in each cycle namely planning, action, observation and reflection. As for the data on the increase in the percentage of learning completion: before the implementation of learning research by applying the make a match (Pre cycle) model, the number of students who achieved learning completion was the number of 8 students (38.1%). Then after the percentage of learning completed in cycle I learning increased to 15 students (71.4%), cycle II increased to 20 students (95,23%). From these results can be concluded that the application of cooperative models of make a match type can improve students' learning outcomes in human digestive system materials and gastrointestinal tract.

Keywords: *Make a match, Learning outcomes, Learning model*

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state (Tampubolon, 2014)

Education has a fairly close relationship with schools, where schools are a place to carry out the educational process. The school itself also provides grade levels. Grade levels are based on the student's developmental stage. This development can be seen from every aspect of the student, which includes cognitive, affective, and psychomotor aspects. In this case, the cognitive aspect emphasizes student knowledge, affective relates to students' attitudes both in attending lessons and students' circumstances in the school environment and psychomotor aspects emphasizes the skills and ability to act on each student (Suprijono, 2016).

In the whole process of education in schools, learning activities are the most basic activities. This means that the success or failure of achieving educational goals is influenced by the learning carried out by the teacher to build student interest in learning (Slameto, 2014)

Learning is a systematic effort in managing the learning environment in order to grow and develop student learning (Rusman, 2013). The environment in question is not only a place of learning, but also the methods, media, and equipment used to convey information. Thus, optimal learning conditions will determine the success of learning activities. One way that teachers need to do to create optimal conditions is to apply various learning models.

In a learning model selection is an alternative that is taken by a teacher in the learning process, in order to achieve learning objectives that are in line with the abilities possessed by students. The selection of the right learning model in Integrated Natural Sciences learning will activate students and make students aware that Integrated Natural Sciences is not boring. There will be many methods, strategies, approaches and fun learning models that can be applied to encourage students to be active in learning Integrated Natural Sciences. One of the learning models that can be applied in Integrated Natural Sciences learning is the cooperative learning

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model. Cooperative learning is a form of learning in which students learn and work in small groups collaboratively whose members consist of four to six people with heterogeneous group structures (Rusman, 2013).

In this cooperative learning model, the teacher acts more as a facilitator who functions as a connecting bridge towards higher understanding, with the students' own notes. Teachers not only provide knowledge to students, but also have to build knowledge in their minds. Students have the opportunity to get hands-on experience in implementing their ideas (Rusman, 2013). Based on the initial findings made by researchers in the classroom and interview with the Integrated Natural Sciences teacher at Baiturrahim Junior High School Jambi City, it was obtained that: (1) Students paid less attention to the teacher when explaining the subject matter, (2) Student interaction with the teacher, and students with students who occur during the learning process are still lacking, (3) Students play more and leave the class during the learning process, (4) The Make A Match type learning model has never been applied by Integrated Natural Sciences teachers so that the learning process still teacher centered.

In the initial conditions before the study, the implementation of the learning process carried out by the teacher was still using a conventional model whose learning process was still dominated by the teacher, an example of the method applied was lecture so that many students did not seem to pay attention to the teacher's explanation because it was very rare for students to be directly involved at the time. learning, so that children become passive and feel bored. This condition shows that in reality teachers only carry out teaching and learning activities in the classroom, only transforming knowledge and students just accept it.

Whereas in Integrated Natural Science learning the teacher can involve students to the maximum, so that students are not only used as objects of learning, but can be used as learning subjects, namely by exploring students' knowledge. Less active students in learning due to the use of inappropriate models so that students find it difficult to understand the material presented by the teacher. Furthermore, the information obtained that student learning outcomes, especially class VIIIA varies, namely very high, moderate, sufficient and even there are students who get grades below the class average. With a minimum learning completeness score (KBM) of 75,

Level of Achievement of Daily Test Values Based on KBM values in Integrated Natural Science Subjects Class VIII Baiturrahim Junior High School Jambi City Class VIII A with a total of 21 students, 6 students

completed (28%), who did not complete 11 (55%) while class VIII B with a total of 20 people, students who completed 9 people (45%), students who did not complete 15 people (71%).

From the data above, the overall daily test scores are still not good. Based on observations and results of interviews with teachers who teach, not all students get good grades,

To overcome these learning problems, researchers will try to use the Make A Match type of cooperative learning model to improve the learning outcomes of VIII grade students of Baiturrahim Junior High School Jambi City in studying the digestive system material in humans.

The Make A Match type cooperative learning model is a learning model that prioritizes the cultivation of social skills, especially the ability to work together, the ability to interact in addition to the ability to think quickly through games to find partners using cards so that they can train students' sense of responsibility in learning. The application of the Make A Match type of cooperative learning model uses small groups where in the group there are only two students, namely those who hold question cards and answer cards so that students can't just rely on their smart friends, because they have to look for pairs from the cards.

The Make A Match type cooperative learning model can be applied to the Integrated Natural Sciences learning process because in addition to inviting students to think fast, this type of learning also invites students to do physical activities when looking for a partner, so that students feel happy with the games they play.

2. Method

The method used in this research is the classroom action research method. Classroom action research (CAR) is a research activity by observing a learning activity that is given action, intentionally raised in a class, which aims to solve problems or improve the quality of learning in the class (Paizaluddin and Ermalinda, 2012).

Classroom Action Research (CAR) has a very important and strategic role to improve the quality of learning if it is implemented properly and correctly. Well implemented, it means that the parties involved in Classroom Action Research (CAR) teachers try to consciously develop in detecting and solving problems that occur in classroom learning through meaningful actions that are calculated to solve problems or improve situations and then carefully observe his observations to measure his success rates (Kunandar, 2010).

The main purpose of Classroom Action Research (CAR) is to change teacher teaching behavior, student

behavior in class, improve or improve learning practices, and change the framework for implementing classroom learning taught by the teacher so that there is an increase in teacher professional services in handling the learning process (Paizaluddin and Ermalinda, 2012).

The implementation of this action research includes four steps, namely: planning, action, observation and reflection. The explanation for each stage is as follows: (1) Planning is preparing a plan of action, such as general planning and special planning. General planning includes preparing all aspects related to classroom action research, (2) Implementation is the implementation of actions that are basically adjusted to the action settings specified in the Learning Implementation Plan (RPP), (3) Observations can be carried out by researchers or collaborators (teachers in the field of biology studies and colleagues) who have been given the task of observing. And what needs to be remembered is that this observation stage is carried out when taking actions about what is happening in the classroom to take notes according to the observation sheet that has been provided, and (4) Reflection is an evaluation effort used by collaborators (biology teachers and colleagues) or other participants involved in the classroom action research and the activity stage aims to restate what has been done during the implementation of the class action and is then determined preparation of reports.

Data collection techniques using interviews, tests, observation and documentation. Data analysis technique:

$$P = \frac{F}{N} \times 100\% \quad (1)$$

Description:

P : Percentage figures

F : Frequency being searched for percentage

N : Number of frequency/number of individuals

3. Result and Discussion

The initial condition of student learning outcomes for class VIII A subjects of Integrated Natural Sciences at Baiturrahim Junior High School Jambi City is still very low from the number of students who succeeded only 8 people or 38.1% of the total 21 people, while the number of students who succeeded who have not succeeded 13 people or 61.9% of the total. In addition, the average value obtained by students is also still low, namely 58.24%. This makes researchers begin to conduct classroom action research in order to improve learning and improve student learning outcomes in Integrated Natural Sciences (IPA) Class VIII A subjects using the Make A Match Type Cooperative Learning Model.

Based on the results of research conducted in cycles I and II, the learning outcomes of grade VIII A students at Baiturrahim Junior High School Jambi City by applying the make a match type of cooperative learning model increased and in cycle II students achieved the criteria of 80% research completeness as many as 20 students or 95.23%. This is indicated by the data obtained from observations and test results conducted by students. improvement of research results in each cycle with predetermined success criteria, this can be shown in the following table:

Table 1. Improving Learning Outcomes Cycles I and II

No	Observed Variables	Amount	
		Cycle I	Cycle II
1	Average value	68	82
2	The Students who have succeeded in learning	15	19
3	The students who have not been successful in learning	13	2
4	The percentage of students who have succeeded in learning	71,4%	90,5%
5	The percentage of students who have not succeeded in learning	28,6%	9,5%

From the results of the study in the table there is a change in the average value of cycle I and cycle II, this is due to changes in the actions of each cycle differently. Cycle II action is an improvement from the previous cycle. From the table, it can be seen that the learning outcomes of each cycle are increasing. In the first cycle the average value of the students was 68, and the second cycle reached 82 of the total number of students who took part in the lesson. Thus there is an increase in student learning outcomes in Natural Science (IPA) subjects at Baiturrahim Junior High School Jambi City Class VIII A from cycle I to cycle II.

Based on the results of the descriptive analysis carried out, the results of this study revealed that students who originally had Integrated Natural Sciences (IPA) learning scores in the low category could be improved by learning through the application of the make a match model. The average value obtained by students increased by 68 in the first cycle and 82.3 in the second cycle. Based on these results, students' learning outcomes for Integrated Natural Sciences (IPA) also increased, where in the first cycle students who were in the complete category were only 71.40% and those who were not completed 28.60%. While in the second cycle,

students who were in the complete category reached 95.23% and those who were not completed 4.8%.

Cooperative learning can help students increase positive attitudes in learning materials. Individual students build self-confidence in their ability to solve given problems so that it will reduce or even eliminate anxiety about a subject matter. Basically, this group learning contains the understanding as an attitude or behavior of cooperation in working or helping among others in an orderly structure of cooperation in groups, consisting of two or more people. The core of this cooperative learning is the concept of synergy, namely energy or energy gathered through cooperation as one of the life of the community. Therefore, it can be said that this learning model trains students to work together in learning as well as community members (Sanjaya, 2012) Learning through the application of the make a match model can increase student activity in learning. When the teacher divides students into groups, the teacher explains that all friends in the class are the same, so students do not discriminate between friends. This agrees with Rusman (2017), study groups are formed from students who have heterogeneous abilities, and if possible each group member is formed from different ethnicities, races, religions, cultures, and genders.

The application of the make a match type of cooperative learning model can be used as an alternative learning model that can increase students' interest in learning to take part in classroom learning and also have a positive impact on the progress of student learning outcomes. Because, in the make a match type of cooperative learning model students are invited to look for pairs of cards while learning about a topic in a fun learning atmosphere. So that students become motivated to stay active in finding pairs of cards and students will have a meaningful learning experience. This is in line with Shoimin's opinion (2014) that make a match is a learning model that requires students to be active in finding pairs of cards that match the questions or answers on the card.

The application of the make a match type of cooperative learning model can foster students' curiosity about the questions and answers given by the teacher. Students become interested in exploring the material provided in order to solve problems that are packaged in the form of games in groups. Based on the research that has been done, the application of the make a match type of cooperative learning model is very appropriate to overcome student problems, especially to improve student learning outcomes in the teaching materials used in this study. Thus, it can be concluded that the application of the make a match type of cooperative learning model to improve learning outcomes of

Integrated Natural Sciences (IPA) for class VIIIA students of Baiturrahim Junior High School Jambi City has been successful.

4. Conclusion

Based on the description related to improving student learning outcomes using the make a match type cooperative learning model at Baiturrahim Junior High School Jambi City on the material of the human digestive system and digestive tract, it can be concluded that student learning outcomes increased in cycle I and cycle II. Prior to the implementation of the research by applying the make a match type of cooperative learning model (pre-cycle), the number of students who achieved complete learning was 8 students (38.1%). Then after the learning was carried out by applying the make a match type of cooperative learning model, there was an increase in the percentage of mastery learning in the first cycle of learning increased to 15 students (71.4%) and the second cycle increased to 20 students (95.23%). Increased student learning outcomes because the make a match learning model makes students more active in the learning process. In addition, the make a match learning model provides a more lively, enthusiastic student learning situation, comprehensive class participation and faster mastery of the material because at the time of learning students are required to understand the material.

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