

The Effect of Implementing the Make a Match Type Cooperative Learning Model on Interest in Learning Social Sciences in Class VII of SMP Negeri 3 Alu Kecamatan Alu, POLMAN Regency, West Sulawesi

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Abstract

This study aims to determine the effect and how much significance the effect of the make a match cooperative learning model has on the interest in learning Social Sciences for class VII students of SMP Negeri 3 Alu. This study uses a quantitative approach to the experimental method. The population is all class VII students of SMP Negeri 3 Alu, Alu District, totaling 216 students. The sample used for the study amounted to 72 consisting of 36 students in the control class and 36 other students in the experimental class. Data collection techniques using observation, questionnaires and documentation. Based on the results of hypothesis testing using the t-test and f-test analysis techniques, it shows that Fcount is 315.061 and the Ftable value is at a significance level of 5% with N = 36 of 4.130. From the results of this analysis it can be seen that Fcount is greater than ftable (315.061 > 4.130). So that Ho is rejected and Ha is accepted. Then obtained tcount = 17.750. ttable=2.032. So if you compare ttable and tcount then. tcount = 17.750> ttable = 2.032. then Ho is rejected and Ha is accepted. The determinant coefficient in the experimental class is 90.3%. While the coefficient of determinant in the control class is 58.3%. So the decision is that there is a significant influence between the make a match learning model on student learning interest.



Keywords: interest in learning, make a match, SMP 3 alu

INTRODUCTION

Humans are social creatures whose lives cannot be separated from interaction, socialization and communication. Humans are also God's most perfect creatures who have intellectual abilities and reasoning power so that humans are able to think, act and act to make changes with the aim of developing as complete humans. In relation to individual development, humans can grow and develop through a natural process towards maturity, both physical and spiritual. Therefore, humans need education in order to obtain optimal development as humans.

Education is an effort made to realize or develop the potential that exists within a person. Education has a very important role for life in the future and also for the development of Indonesia. Education must always be developed, because quality education can change a country for the better.

Many problems arise in the learning process at school. Problems that exist in the learning process include; students' lack of interest in learning, decreased learning outcomes achieved by students, the learning model applied by teachers is not attractive; students quickly forget the material that has been presented, so the teacher has to repeat the same material; Teachers play an active role in learning, so students are very dependent on teachers to get information. Apart from that, some lessons are considered boring so many students don't listen or even follow the subjects. If this is left as it is, it will affect the quality of education in Indonesia. Therefore there must be improvements in the teaching and learning process.

One way to improve the teaching and learning process is to use an approach to learning itself. A learning approach can essentially be understood as a method that can be used by someone to learn effectively. Teachers are obliged to provide learning tools that enable students to achieve these needs. Through a learning approach, students are required to be responsible for their own understanding, apart from that, a learning approach can develop individual awareness about learning strategies and critical thinking processes.

Based on the above, the teacher's efforts are very important in attracting attention, motivating and developing students' active learning. Learning is not enough just to hear and see, but other activities such as reading, asking questions, answering, presentations are also needed so that students can play an active role in the learning process. Apart from that, students' activeness in learning can also be a determining factor in the success of the learning carried out.



Currently, there are still so many teachers who still use conventional teaching methods. This teaching method is more teacher-centered and authoritarian. However, in the independent learning curriculum currently implemented by the government, teachers are required to be creative and innovate in learning, so that they are able to develop the potential that exists within students. Meanwhile, students are also required to be aware, prepared and willing to accept and carry out assignments.

Therefore, teachers must be able to use more effective teaching methods so that they can arouse students' interest in learning. Interest in learning has a very important role and has a big effect on students. Students who have an interest in certain subjects will pay more attention to the subjects they are interested in than students who have no interest in other subjects.

One way that can influence interest in learning is by using learning methods. One method that can be used is make a match, especially in Social Sciences subjects. In the make a match method, students are required to actively participate in learning, such as deepening the material, matching question/answer cards, each student must find their own partner, then present the material they have obtained. In addition, the Make a Match type cooperative learning model prioritizes cooperation in solving problems to apply knowledge and skills in order to achieve learning goals.

From the description above, it shows the problems that occurred, so the researcher raised the title "The Effect of Implementing the Make a Match Type Cooperative Learning Model on Interest in Learning Social Sciences in Class VII of SMP Negeri 3 Alu Kecamatan Alu, POLMAN Regency, West Sulawesi"

RESEARCH METHOD.

Experimental research is research that is most controlled by systematically manipulating experimental conditions where influences from outside the research are controlled or provided for. This research differs from descriptive research in its aims and perspective.

In educational research, experimental type research is widely used, this is because this research is carried out by testing a treatment or influence on a certain behavior on the subject so that this research can reveal the influence between the independent variable and the dependent variable. This research uses a quantitative approach, meaning that all information or data is expressed in the form of numbers and the analysis is based on statistical analysis. Quantitative research is also called hard data obtained through research that uses a quantitative approach.



Hard form is a number or numbers, either obtained from the sum of a combination or measurement.

RESULT AND DISCUSSION

Research Results

1. Variable Data Description

Make a Match Type Cooperative Learning Model

Data on the make a match type cooperative learning model were obtained from a questionnaire. Before students fill out the questionnaire that has been given, the researcher first gives instructions to students on how to fill out the questionnaire. In this study the score used was 1 to 4. The questionnaire in this study used positive and negative sentences, so the scoring was, strongly disagree = 1, disagree = 2, agree = 3, and strongly agree = 4, and vice versa. After the questionnaire is filled in, the researcher makes a distribution of answer scores, then the next step is to determine the answer scores in accordance with the conditions that have been determined. The score of each respondent's answer was then tabulated.

1) Questionnaire data on learning models in the control class

The sample from this research comes from a population obtained using simple random sampling, where all members have the same opportunity to become a sample (Sutrisno, 2004: 366). The sample from this research was taken from two classes randomly from class VII of SMP Negeri 3 Alu. Through this random method, the result was that class VII A became the control class. After determining the control class, the researcher gave directions to fill out the questionnaire that had been prepared to the students. The number of students in VII A was 36 students. After the questionnaire is filled in, the researcher scores the answers according to what was previously determined. The answer scores are then tabulated. The highest score obtained by students was 40 and the lowest score obtained was 29 with an average score of 35.97.

Control class for the lowest value is 29 and the highest value is 40. The lowest distribution is in the 35-37 interval, namely 3 respondents with a percentage of 8.33%, and the highest distribution is in the 38-37 interval. 40 as many as 15 respondents with a percentage of 41.67%. Based on table 4.1 above, it can be concluded that the frequency distribution in the.

2) Questionnaire data for the make a match type cooperative learning model in the experimental class.

The sample from this research comes from a population obtained using simple random



sampling, where all members have the same opportunity to become a sample (Sutrisno, 2004: 366). The samples from this research were taken from two classes randomly from class VII of SMP Negeri 3 Alu. Through this random method, the results were obtained that class VII B was the experimental class. After determining the experimental class, the researcher gave directions to fill out the questionnaire that had been prepared to the students. The number of students in VII B was 36 students. After the questionnaire is filled in, the researcher scores the answers according to what was previously determined. The answer scores are then tabulated. The highest score obtained by students was 40 and the lowest score obtained was 30 with an average value of 36.30.

The sample from this research comes from a population obtained using simple random sampling, where all members have the same opportunity to become a sample (Sutrisno, 2004: 366). The samples from this research were taken from two classes randomly from class VII of SMP Negeri 3 Alu. Through this random method, the results were obtained that class VII B was the experimental class. After determining the experimental class, the researcher gave directions to fill out the questionnaire that had been prepared to the students. The number of students in VII B was 36 students. After the questionnaire is filled in, the researcher scores the answers according to what was previously determined. The answer scores are then tabulated. The highest score obtained by students was 40 and the lowest score obtained was 30 with an average value of 36.30

Based on the magnitude of the determinant coefficient in the control class, it is 0.583. This means that the variance in the use of conventional learning models on interest in learning social science education is 58.3%. This can also be interpreted as saying that the influence of conventional learning models on interest in learning social science education is 58.3%. and 41.7% is influenced by other factors.

Based on the results of the hypothesis testing that has been carried out, it can be concluded that H_a is accepted and H_o is rejected or it can be interpreted that there is a significant influence of the make a match type cooperative learning model on students' interest in learning in class VII SMP Negeri 3 Alu.

DISCUSSION

Based on the results of research conducted at SMP Negeri 3 Alu, regarding the influence of implementing the make a match type cooperative learning model on interest in learning social science education in the classroom VII. Based on the results of the analysis, data was obtained from the results of distributing questionnaires carried out in two different classes, namely, the



control class and the experimental class. Where in the classroom the teaching and learning process is controlled.

uses a conventional learning model while the experimental class uses a make a match type cooperative learning model. This questionnaire testing was carried out in two different classes, namely, the control class and the experimental class. Determining the control class and also the experimental class was carried out using simple random sampling. After carrying out this method, it was discovered that VII A was the control class and VII B was the experimental class. The influence of using the make a match type cooperative learning model can be seen from the results of the scoring comparison between the control class and the experimental class. the control class and experimental class have the same number of students, namely 36 students. In the control class, the average score was equal and the experimental class received an average score of. This shows that there is an influence from the use of the make a match type cooperative learning model on students' learning interest.

The influence of using the make a match type cooperative learning model can also be seen from student activities during the learning process. Students who are given learning using the make a match type cooperative learning model look more active and can learn to work together and interact, this is because at the end of the lesson they will play a game, namely matching question cards with answer cards. Therefore, they are very

Pay attention to the material presented by the researcher. The application of this learning model also makes the interaction between teachers and students more active, because after students get their partner cards the teacher will check whether their answer is correct or not by asking the students again. Meanwhile, in the learning process using the conventional learning model, the responses given by students are not very active, students look bored and sleepy and also do not pay attention to the explanations given by the teacher, they even prefer to play with their cellphones in class.

Based on a simple regression analysis calculated using SPSS 20, the effect of the make a match type cooperative learning model on students' learning interest was obtained by Fcount of 315.061 and the Ftable value at the 5% significance level was 4.130. From the results of this analysis it can be seen that Fcount is greater than Ftable ($315.061 > 4.130$). So H_0 is rejected and H_a is accepted. Thus, there is an influence between the make a match type cooperative learning model on students' learning interest

Based on calculations using the tcount formula, so if $tcount > ttable$ then H_0 is rejected.



obtained $t_{count} = 17,750$. $t_{table} = 2.032$. So if you compare t_{table} and t_{count} then. $t_{count} = 17,750 > t_{table} = 2,032$ then H_0 is rejected. So the conclusion is that there is a significant influence between the make a match type cooperative learning model on students' interest in learning.

The determinant coefficient in the experimental class is 90.3%. This can also be interpreted as saying that the influence of the make a match type cooperative learning model on interest in learning history is 90.3% and 9.7% is influenced by other factors. Meanwhile, the determinant coefficient in the control class was 58.3%. This can also be interpreted as saying that the influence of conventional learning models on interest in learning Social Sciences is 58.3%. and 41.7% is influenced by other factors. The description of the research data shows that there is an influence and significant influence on the make a match type cooperative learning model on the learning interest of class VII students at SMP Negeri 3 Alu.

The results of this research are also strengthened by the opinion of Sutarto and Syarifudin (2013: 138), the make a match type cooperative learning model is a learning system that prioritizes the cultivation of social abilities, especially the ability to cooperate and interact, this can be seen in the process of searching for card pairs by every student. Apart from that, this research is also strengthened by the opinion of Tukuran (2013: 106), he said that the make a match learning model can increase student activity, both cognitively and physically and increase students' understanding of the material being studied and can increase students' learning motivation.

Based on these two opinions, it can be seen that the make a match type cooperative learning model is a learning model that can be used to increase student activity and also increase student activity.

CONCLUSION

Type cooperative learning model on the learning interest of class VII students at SMP Negeri 3 Alu.

1. This is based on the results of analysis using simple regression which was calculated with the help of the SPSS 20 application. The influence of the make a match type cooperative learning model on students' learning interest was obtained by F_{count} of 315.061 and the f_{table} value at the 5% significance level with $N = 36$ was 4.130. From the results of this analysis it can be seen that f_{count} is greater than f_{table} ($315.061 > 4.130$). So $H_0 =$ rejected and $H_a =$ accepted.
2. There is a significant influence between the make a match type cooperative learning



model and the learning interest of class VII students at SMP Negeri 3 Alu. This is based on the calculations obtained, $t_{count} = 17,750$. $t_{table} = 2.032$. So if you compare t_{table} and t_{count} , $t_{count} = 17,750 > t_{table} = 2,032$. then H_0 is rejected. So it can be concluded that there is a significant influence between the make a match type cooperative learning model on students' learning interest.

3. The determinant coefficient in the experimental class is 90.1%. This can also be interpreted as saying that the influence of the make a match type learning model on interest in learning Social Sciences is 90.1% and 9.9% is influenced by other factors. Meanwhile, the determinant coefficient in the control class is 5.83%. This can also be interpreted as saying that the influence of conventional learning models on interest in learning Social Sciences is 5.83%. and 41.7% is influenced by other factors.
4. This research also shows differences in students' learning interest and activity in the classroom using the conventional model and the make a match type cooperative learning model. This can be seen from the results of the scoring carried out in 2 different classes. This research also shows that it is necessary to use innovative learning models so that students are interested in lessons and produce good learning outcomes.

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