

Improving Social Studies Learning Outcomes Through the Make A Match Learning Model for Class VI Students at SD Inpres Bontoloe, Gowa Regency

Supardi Salam¹

¹Universitas Pejuang Republik Indonesia

Corresponding Author: supardi.salam@yahoo.co.id.

Abstract

This research is an effort to improve social studies learning outcomes through the application of the make a match type cooperative learning model. The formulation of the problem in this research is how to improve social studies learning outcomes through the make a match type cooperative learning model for Class VI students at SD Inpres Bontoloe, Gowa Regency? The aim of this research is to determine social studies learning outcomes through the make a match learning model for Class VI students at SD Inpres Bontoloe, Gowa Regency. The approach used is descriptive qualitative and the type of research used is classroom action research. The research focus is process and results. The research subjects were 21 students in Class VI of SD Inpres Bontoloe, Gowa Regency, consisting of 11 girls and 10 boys, plus 1 teacher. Data collection using observation and test techniques. The data was analyzed descriptively qualitatively by describing the learning process for each cycle. The research results showed that there was an increase in learning outcomes from cycle I to cycle II through the application of the make a match learning model. In cycle I it was in the fairly good category because the teacher had not implemented the learning steps through implementing the make a match learning model well, while the learning results in cycle II were in the good category. The conclusion of this research is that the application of make a match can improve social studies learning outcomes for Class VI students at SD Inpres Bontoloe, Gowa Regency.

Keywords: Social Sciences Learning Outcomes, Learning Models, Make A Match



INTRODUCTION

The demand for quality human resources that are able to compete in the global world always requires changes that lead to improving quality and competitive capabilities. One of the basic things that is and will continue to be done by teachers is efforts to achieve competency for students through several methods and strategies for achieving competency through effective learning processes and media.

These efforts can be made through schools by improving the quality of learning carried out by teachers for students. Until now, the implementation of learning still focuses on the teacher as the main source of knowledge, then lectures become the main choice as a learning strategy. For this reason, a new learning strategy is needed that empowers students more. A learning strategy that does not require students to memorize facts, but a strategy that encourages students to construct it in their own minds.

Based on the results of interviews and observations conducted by researchers on March 20 2011 in class VI of SD Inpres Bontoloe, Gowa Regency. which involved researchers, teachers and school principals. These results were revealed, namely: (1) teachers used the only conventional learning model in teaching social studies, (2) teachers in teaching social studies emphasized more on cognitive aspects rather than the appreciation process, (3) teachers students rarely form groups, (4) students' activities in social studies learning are answering questions under the text, (5) students are less able to understand social studies lessons, and (6) students lack motivation to take social studies lessons.

In connection with the matters mentioned above, especially regarding learning, the author wants to implement make a match type cooperative learning well and appropriately. Apart from that, it is considered very suitable to be applied in Indonesia, which has so far implemented conventional learning. The reasons for choosing this title are:

1. Through cooperative learning, the make a match type is very useful for developing students' higher thinking abilities in situations that are oriented towards contextual learning problems.
2. With make a match type cooperative learning, lessons are closely related to real problems.
3. Implementation of make a match type cooperative learning improves problem solving abilities.
4. The application of make a match type cooperative learning trains students to stand alone as autonomous learners.



In general, make a match type cooperative learning is learning that presents students with authentic and meaningful problem situations that can make it easier for them to carry out investigations and inquiries. Make a match type cooperative learning is not designed to help teachers provide as much information as possible to students, make a match type cooperative learning is mainly developed to help students develop thinking abilities, problem solving and intellectual skills.

The focus of teaching is not so much on what students are doing (their behavior), but rather on what they are thinking (their cognition) when they carry out learning activities. The teacher's role in make a match type cooperative learning sometimes involves presenting and explaining something to students, but more commonly the teacher acts as a guide and facilitator, so that students learn to think and solve on their own.

RESEARCH METHOD

To understand the material provided in this research, the approach used is descriptive qualitative, where this approach is an approach that emphasizes the teacher's ability to relate the material to the surrounding environment so that the learning process feels more real in front of students which is then interpreted in understanding and paragraphs, not in quantitative form. meaning in the form of numbers but in the form of words that are broken down descriptively. This research is a type of classroom action research (Classroom Action Research) adopted from the PTK Kemis & Mc Taggar model (Arikunto, 2010) with implementation stages including planning, implementing actions, observing, reflecting, re-planning and so on.

RESULT AND DISCUSSION

The research results obtained showed an increase in the activity and learning outcomes of Class VI students at SD Inpres Bontoloe, Gowa Regency through the application of the make a match type cooperative learning model. This can be seen from the results of observations of student activities which are presented in Table 4.2. This table shows that the number of students who raised questions and students who expressed opinions/suggestions in cycle I were 6 students with a percentage of 28.6% and 5 students with a percentage of 23.8% respectively. Both of them increased in cycle II by 10 students with a percentage of 47.6%. There were 6 students who answered verbal questions from the teacher during the question and answer activity in cycle I with a percentage of 28.6% and experienced an increase in cycle II as many as 8 students with a percentage of 38.1%. There were 18 students who asked for guidance during the activities in cycle

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I with a percentage of 85.7% and there was an increase in cycle II as many as 20 students with a percentage of 95.2%. The number of students who responded to the answers of students who presented their answers in cycle I was 8 people with a percentage of 38.1%, then increased to 11 people with a percentage of 52.4%. There were 18 students who worked on LKS or questions in cycle I with a percentage of 86% and this increased in cycle II to 21 students with a percentage of 100%. Meanwhile, 16 students asked for teacher guidance if they did not understand the answers to the LKS in cycle I, with a percentage of 76% and this increased in cycle II to 18 students with a percentage of 86%. If student activities in cycle I and cycle II are averaged, an increase in activity will be obtained from 52.38% to 66.67%.

Table 1. Distribution and percentage of student activity during the learning process through the application of *make a match* Cycle I

No.	Activity components	Cycle I	
		Frequency	Percentage
1	Students who raise questions during the question and answer activity after the simulation	6	28.6
2	Students who express opinions/suggestions during learning (simulation) take place	5	23.8
3	Students who answer verbal questions from the questioner group during question and answer activities	6	28.6
4	Students who ask for guidance during the simulation	18	85.7
5	Students who respond to the group's answers present their answers	8	38.1
6	Students working on worksheets	18	86
7	Students who ask for teacher guidance (if students do not understand the answers to the LKS)	16	76

The increase in learning activities experienced by students cannot be separated from the application of make a match which causes students to believe in the abilities of their friends who are their partners so that cooperation in finding answers is more unified. This is in accordance with the opinion of Anonymous (2008), that the partner exchange learning model is one of the



learning models used by a teacher to activate each student in the learning process where students get one partner to do the task given by the teacher then after that the partner exchange is carried out. between two different couples. Apart from that, the increase in activity that occurred was also influenced by the percentage of teacher activity which showed a significant increase. From the various items observed, many improvements were seen. This increase succeeded in influencing students' performance and enthusiasm in carrying out the assigned tasks.

Table 2 Cycle I Student Learning Results

Value Interval	Category	Frequency	Percentage (%)
80-100	Very well	2	9,524
66-79	Good	4	19.05
56-65	Enough	10	47.62
40-55	Not enough	5	23.81
≤ 39	Fail	0	0
Amount		21	100

In table 2 you can see the increase in learning outcome categories. There were 2 students each who got excellent grades in cycle I and cycle II with a percentage of 9.5%. There were 4 students in the good category in cycle I with a percentage of 19.055, increasing in cycle II, with a total of 9 students with a percentage of 42.86%. There were 10 students in the sufficient category with a percentage of 47.62% in cycle I, decreasing to 8 people in cycle II with a percentage of 38.1%. There were 5 students in the low category in the first cycle with a percentage of 23.81%, also decreasing in the second cycle with a total of 2 people (9.52%). Meanwhile, there were no students in the failing category in either cycle I or cycle II.

The results of the descriptive analysis of student learning scores can be seen in table 4.4, the average score in cycle I was obtained at 64.29, while the average score for student learning outcomes in cycle II was obtained at 69.05. Apart from that, in table 4.5 you can see the results of categorization based on Minimum Completeness Criteria (KKM), so that of the 21 students who took the cycle I test, 11 students were in the incomplete category with a percentage of 52.38% and 10 students were in the completed category. students or 47.62%. However, in cycle II, of the



32 students who took the cycle II test, only 2 students were in the incomplete category or 9.52% and 15 students were in the completed category or 90.48%. This happens because cooperation within the group has been established well. Looking again at the success indicators, it can be said that this research was successful because of the total number of students, more than 65% of the total number of students obtained a minimum score of 65.

This increase in learning outcomes is caused by students becoming more confident in carrying out the tasks given by the teacher. Apart from that, students feel helped by the presence of their partner's friends. As stated by Anonymous (2008), basically the partner exchange learning model is an implementation of the cooperative learning model. Where cooperative learning is a focused, integrated, effective and group learning activity

CONCLUSION

During this research, which took place in two cycles, the changes that occurred to the students can be stated that through the application of make a match, it can improve the social studies learning outcomes of class VI students at SD Inpres Bontoloe, Gowa Regency.

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