

APPLICATION OF MAKE A MATCH TYPE OF COOPERATIVE LEARNING MODEL TO INCREASE LEARNING ACTIVITY OF CLASS V STUDENTS 0308 STATE ELEMENTARY SCHOOL AEK BORGOT

Ahmad Sapri Nasution¹ Hasrijal² Nauli Tama Sari³
STKIP Rokania^{1,2,3}

sapriahmad498@gmail.com, hasrijalrokania@gmail.com, naulitamasari56@gmail.com

***Abstract,** The purpose of this research is to increase the learning activity of fifth grade students of SD Negeri 0308 Aek Borgot using the make a match type of cooperative learning model for the 2020/2021 school year. The learning activities referred to in this study include physical and mental activities. This type of research is classroom action research (CAR), where the teacher is the executor of learning and the researcher is the observer. The object of research is student learning activity. Data collection techniques using observation and interviews. Data were analyzed descriptively and presented in the form of tables and graphs. The results showed an increase in student learning activities, namely 73.53% (good category) in the first cycle, then increased to 85.29% (very good category) in the second cycle. This means that there is an increase of 11.76%. Therefore, the use of the matching type cooperative learning model in social studies subjects can increase the learning activities of fifth graders at SD Negeri 0308 Aek Borgot.*

Keywords : Active learning, Make a Match

I. INTRODUCTION

Efforts to educate the nation's life can be done through education. Education is one of the important things in human life in order to prepare a generation that is able to compete in the 21st century. Education is a process that humans will go through continuously throughout their lives, from the womb to the time they die. The quality education process does not only equip students with knowledge in the form of knowledge, but more importantly it forms the character of the child. Children are expected to become adults who can interact well with their environment, both as

individuals and as social beings. Education must be planned properly so that the learning process can take place optimally. In addition, student participation in class also needs to be considered. The learning process that actively involves students will be more meaningful than the learning process that is only led by the teacher. Student motivation in the learning process is needed so that communication between teachers and students is not only one-way. Students are interested rather than bored when they are actively involved in the learning process. In addition, students are interested in being involved in learning

because they can directly participate in the search for knowledge. Active student involvement will make the learning process more meaningful.

By choosing the right learning model, a meaningful learning process can be created. The selection of the right mode is one of the success factors for implementing learning in the classroom, so teachers need to pay attention to learning models that are in accordance with the student's situation and the applicable curriculum. The current curriculum is the 2013 curriculum, which has several lessons. One of the courses that is integrated into the integrated course is IPS or commonly abbreviated as IPS. In this context, (Hidayati, 2002) suggests that one of the characteristics of social studies is a teaching model that emphasizes the active participation of students in the teaching process. Based on this perspective, it is clear that primary school social studies learning should allow students to participate directly in the learning process. Student participation will improve thinking skills and understanding of concepts in the material being studied. Social studies studies emphasize not only cognitive skills, but also affective and psychomotor skills.

Current learning refers to the 2013 curriculum, which means that the learning process must be student-centered, but according to the observations of researchers in class V SD Negeri 0308 Aek Borgot, this

shows that learning tends to be teacher-centered. The use of the lecture method by teachers in learning still dominates. The teacher adopts a teaching method from beginning to end in the learning process, allowing students to sit and listen to the teacher's explanation. Makes students look bored while studying. It cannot be denied that using the lecture method is indeed useful in conveying material to students. However, if the teacher uses this method continuously, especially if the material being taught contains a lot of rote material and the language structure is rigid, it can make students easily bored and not focus on learning. Students will look for something more interesting outside the scope of their study. Teaching activities are less dominated by games, which can stimulate students' enthusiasm and creativity in the learning process, and teachers are less likely to create a pleasant learning atmosphere in the learning process. In addition, the use of media by teachers in learning is also a contributing factor to student passivity. The teacher only communicates the material based on the textbook. The lack of teacher creativity causes a decrease in student concentration in learning, making students easily bored and sleepy while studying. Choosing the right learning mode will make students more active in learning and make students more receptive to the content of the subject.

Based on the observations of students in class V, the following results were obtained: most students did not participate actively in social studies learning, when the teacher asked questions, most students did not answer or chose to answer. remain silent. Then, based on the results of interviews with teachers, it was revealed that it was difficult to find a suitable model or method for providing social studies teaching materials. Teachers become confused when presenting social research material that is difficult to explain by demonstration or media. The teacher explained that in teaching sociology, there was a desire to use various methods, but on the other hand, the difficulties and ignorance of the appropriate sociological method made them insist on using these teaching methods..

Based on the description above, it is necessary to have a solution to overcome these problems, namely by using a learning model designed to increase student learning activities in social studies subjects. Achieving meaningful and interesting social studies learning in elementary schools requires a fun and diverse learning model. Teachers must be able to equip students with good social learning so that students can accept and understand the learning material. One of the efforts to design social studies learning that is

meaningful and interesting is to use a make a match type of cooperative learning model.

Cooperative learning is a social-based learning (Suprijono, 2011). Therefore, the cooperative learning model is appropriate to use to deliver social studies content learning materials. Cooperative learning is learning in which children in small groups help each other with their friends to learn. By using cooperative learning, students will become more active and work together during learning because of the formation of groups. The activity of students in the group can arise because each group member has a different role.

Piaget stated that elementary school-age students cognitive development is in the stage of concrete operations (Rita, 2013). Concepts that existed at the beginning of childhood were vague and unclear concepts are now becoming more concrete. At this time children are able to think logically about concrete objects. At this stage play activities are important for the physical, psychological and social development of children. That way the child will have a valuable experience. Education through games can make it easier for students to remember the learning material delivered by the teacher.

The make a match type of cooperative learning mode is one of the courses with card game activities. The make a match cooperative learning model is adopted for

learning, prioritizing the development of children's social skills, which can train children to think quickly, understand learning material more easily, and improve student learning activities. This increases student activity in class because students engage in physical activity while looking for cards, making students happy and enthusiastic in the learning process. Learning is also in line with the characteristics of elementary school students who are always on the move. According to Juliati (Isjoni, 2011), cooperative learning is more suitable for social studies learning.

The results of research on the application of make a match type of cooperative learning to learning, the results show that make a match type of cooperative learning is effective for improving learning outcomes and student motivation (Aliputri, 2018; Anggraeni et al., 2019; Meha et al., 2020; Salam et al., 2016).

Based on the described background, a research was conducted to use the make a match type of cooperative learning model to improve student learning activities in social studies subjects. The question posed by this study was "How is the application of the paired cooperative learning model to improve the learning activities of fifth graders at SD Negeri 0308 Aek Borgot 2020/2021?"

The purpose of this study was to describe the process of applying the paired cooperative learning model to improve the learning activities of fifth graders at SD Negeri 0308 Aek Borgot in the 2020/2021 school year of SD Negeri 0308 Aek Borgot for fifth grade students in the 2020/2021 school year to see an increase in student learning activities..

II. RESEARCH METHOD

This type of research is classroom action research (CAR) using the Kemmis and Mc research design model. Taggart. This research was conducted in the odd semester of the 2020/2021 academic year, namely April. The subjects of this study were the fifth grade students of SD Negeri 0308 Aek Borgot, totaling 34 students. The object of research is student learning activity. Data collection techniques using observation and interviews. Data were analyzed descriptively and presented in the form of tables and graphs.

III. RESEARCH RESULTS AND DISCUSSION

Based on the implementation of the action in 2 cycles of 4 sessions, the data obtained showed an increase in student learning activities. The increase in learning activities is known by the application of the matching type cooperative learning model. The results of observations of the application of the paired cooperative learning model are shown in the following figure:

Table 1. Comparison of Observation Results of Student Learning Activities Using Cooperative Learning Model Type Make a Match Cycle I and Cycle II

Siklus	Persentase	Kategori
Cycle I	73,53%	Well
Cycle II	85,29%	Very good

As seen from the table above, the percentage of student learning activities observed using the paired cooperative learning model in the first cycle was still 73.53% in the good category, while in the second cycle it reached 85.29% in the very good category. Using paired cooperative learning The results of the learning model observing student learning activities increased by 11.76% from cycle I to cycle II.

The use of the make a match type of cooperative learning model in social studies learning makes social studies learning more meaningful, fun, and raises student activity because the make a match type of cooperative learning model involves students playing an active role in finding answers to a problem through a process of thinking and discussion. The make a match type of cooperative learning model focuses on being mentally and physically active. Mental activities carried out in the make a match type of cooperative learning model can make learning meaningful and fun so that it is easy for students to remember. The make a match type of cooperative learning

model can increase the activity of students, this is supported by the opinion of Miftahul Huda (2013: 253) which states that the advantages of the make a match type of cooperative learning model are that it can increase student learning activities, both cognitively and physically.

In this learning model, because there are elements of the game, it makes learning fun. This is also in line with the opinion of Anita Lie (2002: 55) who revealed that based on findings in the field, make a match type cooperative learning has the advantage of being able to create an atmosphere of joy to grow in the learning process (let them move). With this atmosphere, students can be more motivated to learn because they are more enthusiastic and interested in learning activities.

IV. CONCLUSION

Based on the results of the research that has been done, it can be concluded that the application of the Make a Match type of cooperative learning model in social studies learning for class V SD Negeri 0308 Aek Borgot can improve student learning activities. There is an increase in the application of the matching type cooperative learning model. The average percentage of learning activity in the first cycle is 53.53% (poor category), increasing to 73.53% (good category) in the first cycle. Therefore, it is necessary to make

improvements in the second cycle. The form of improvement is to strengthen students' courage to express opinions and answer questions, encourage students to pay close attention to anyone who expresses opinions, motivate students to be proactive through praise or awards, and provide opportunities for students to express their opinions freely. Teachers are more intensive in teaching students. Researchers and teachers discuss the learning steps that have not been implemented. After being repaired, in the second cycle there was an increase in the average percentage of student activity to 85.29% (very good category).

REFERENCE

- Aliputri, D. H. (2018). Penerapan Model Pembelajaran Kooperatif Tipe Make A Match Berbantuan Kartu Bergambar Untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Bidang Pendidikan Dasar*, 2(1A), 70–77. <https://doi.org/10.21067/jbpd.v2i1a.2351>
- Anggraeni, A. A. A., Veryliana, P., & Fatkhu R, I. F. R. (2019). Pengaruh Model Pembelajaran Kooperatif Tipe Make A Match terhadap Motivasi dan Hasil Belajar Matematika. *International Journal of Elementary Education*, 3(2), 218. <https://doi.org/10.23887/ijee.v3i2.18552>.
- Hidayati. (2002). *Pendidikan Ilmu Pengetahuan Sosial di Sekolah Dasar*. Program DII- PGSD Fakultas Ilmu

Pendidikan Universitas Negeri Yogyakarta.

- Isjoni. (2011). *Cooperative Learning Efektifitas Pembelajaran Kelompok*. Alfabeta.
- Meha, A. M., Mbau, Y. W., & Foeh, Y. (2020). Pengaruh Model Pembelajaran Kooperatif Tipe Make A Match Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Biologi*, 9(2), 22. <https://doi.org/10.24114/jpb.v9i2.19078>.
- Rita, E. I. (2013). *Izzaty, Rita Eka, dkk*. UNY Press.
- Salam, R., Zunaira, Z., & Niswaty, R. (2016). Meningkatkan Hasil Belajar Membuat Dokumen melalui Penggunaan Model Pembelajaran Kooperatif Tipe Make a Match (Mencari Pasangan). *Jurnal Office*, 2(2), 173–180.
- Suprijono, A. (2011). *Cooperative Learning Teori dan Aplikasi PAIKEM*. Pusaka Pelajar.