



The Implementation of the Make A Match Type Cooperative Learning Model in Social Science Subjects to Improve the Learning Outcomes of Fourth Grade Students at Manuwui Public Elementary School

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Abstract

The purpose of this study is to determine the learning outcomes in Social Science through the implementation of the Make-A-Match type cooperative learning model in Grade IV at Manuwui Public Elementary School. The research method used is Classroom Action Research (CAR). The subjects of this study were 12 fourth-grade students of Manuwui Public Elementary School, consisting of 4 boys and 8 girls. The initial test results showed that the average classical mastery score of the students was 47.5, with only 2 students (17%) meeting the minimum mastery criteria (MMC). An improvement was observed in Cycle I, where 8 students (66.66%) achieved scores that met the MMC of 65, with an overall average score of 62.5. Student learning outcomes continued to improve in Cycle II. All 12 students (100%) met the MMC, and the overall average score in the final test of the second meeting in Cycle II increased to 77.5. This improvement was driven by the implementation of an engaging and participatory learning model, as well as improvements in teaching strategies based on reflections from the previous cycle.

Keywords: learning outcomes, learning model, make a match.



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INTRODUCTION

The purpose of Social Science education is to train students to become experts in economics, politics, law, sociology, and other branches of social knowledge; therefore, it should be separated according to each specific social science discipline. However, the teaching of Social Science aims to foster good citizenship (Aini et al., 2024). The qualities of a good citizen are more easily developed in students when teachers educate them by placing learning within the context of their own culture, rather than focusing solely on individual, isolated social science disciplines (Ofianto & Ningsih, 2021).

Syahra et al., (2020) stated that the main objective of Social Science learning, as outlined in the 2013 Curriculum, emphasizes the pedagogical dimension by applying a scientific approach. In Social Science instruction, this approach aims to make learning meaningful through the processes of observing, questioning, experimenting, reasoning, presenting, and creating. The learning objectives refer to the knowledge, abilities, skills, and attitudes that students are expected to acquire as a result of the learning process, which are expressed in observable and measurable behaviors (Rizki et al., 2023).

The scientific approach in Social Science (IPS) learning also plays an important role in fostering students' independence and responsibility in learning (Syahra et al., 2020). Through active stages such as observing and questioning, students are encouraged not only to receive information passively but also to develop curiosity and reflective thinking skills regarding social issues in their surroundings (Marmoah et al., 2021). The processes of experimenting and reasoning push students to test hypotheses, analyze data, and draw conclusions based on the evidence gathered, enabling them to learn how to make logical and objective decisions (Maudara & Kempa, 2025). Thus, students do not only gain theoretical knowledge but also acquire social skills and scientific attitudes that are essential for life in society (Tahanora et al., 2024).

In recent years, various studies have shown that cooperative learning models such as Make a Match effectively increase student active participation and learning outcomes across various subjects, including Social Science (Putri et al., 2021; Wijaya, 2022). Contemporary research also emphasizes the importance of integrating cultural aspects and social interaction in the learning process to enhance students' motivation and holistic understanding (Sari & Prasetyo, 2023).

An initial observation conducted on November 31, 2023, revealed problems in the Social Science learning process, specifically in the topic of ethnic and cultural diversity among fourth-grade students at Manuwui Public Elementary School. During the IPS lesson, the teacher used a lecture method, which caused students to feel bored,

as the teacher was more dominant while students remained passive during the class. This teacher-centered approach negatively affected student learning outcomes, resulting in final scores that did not meet the Minimum Mastery Criteria (MMC), which was set at 65. The fourth-grade class at SD Negeri Manuwui consisted of 11 students—4 boys and 7 girls. Among them, 7 students did not reach the MMC.

To improve learning outcomes, students must pay attention and actively participate in the learning process. Many models or methods are used to enhance student learning outcomes, especially in the topic of ethnic and cultural diversity. Therefore, teachers should be creative in selecting models or methods that can stimulate students during learning. One learning model that can accommodate the need to integrate self-development in learning is the cooperative learning model of the Make a Match type (Patilima, 2022).

The Make a Match cooperative learning model is one alternative that can be applied to students. The Make-A-Match model (finding pairs) is a type of cooperative learning model. According to (Hasni & Amelia, 2024), the Make a Match learning model means that students search for pairs; each student receives a card (which can be a question or an answer) and then quickly finds the matching pair for the card they hold.

According to Aprido et al., (2020), the Make a Match or pair exchange learning model is a learning technique that gives students the opportunity to collaborate with others. This technique can be used in all subjects and for all age levels of learners.

Based on the background above, the author is interested in conducting a study entitled The Implementation of the Make a Match Type Cooperative Learning Model in Social Science to Improve the Learning Outcomes of Fourth Grade Students at Manuwui Public Elementary School.

METHOD

The type of research used in this study is Classroom Action Research (CAR). This research was conducted at Manuwui Public Elementary School, Grade IV, Babar Barat District, Southwest Maluku Regency. The subjects of this study were 12 fourth-grade students at Manuwui Public Elementary School, consisting of 4 boys and 8 girls.

Classroom Action Research is a collaborative research approach carried out between the researcher and the teacher in the classroom, aiming to improve and enhance the learning process and outcomes. This research was conducted in several cycles, each consisting of action planning, action implementation, observation, and reflection (Lasaiba & Lasaiba, 2022). Data were collected through observation, tests, and documentation to evaluate changes and improvements in student learning outcomes following the implementation of the Make a Match cooperative learning model.

RESULT AND DISCUSSION

The research results refer to the average scores achieved during the initial test, the final test of Cycle I, and Cycle II. Based on the description of these results, which include student learning outcomes from the initial test, the final test of Cycle I, and the final test of Cycle II, it is evident that there was an improvement in learning outcomes.

Based on the initial test results of the fourth-grade students at Manuwui Public Elementary School, the scores are as follows: 1 student scored 80, 1 student scored 65, 2 students scored 55, 2 students scored 50, 2 students scored 40, 3 students scored 35, and 1 student scored 30. The average classical mastery score for the students was 47.5. From this breakdown, it can be seen that only 2 students (17%) achieved scores meeting the Minimum Mastery Criteria (MMC) of 65, while 10 students (83%) scored below the MMC. The learning outcomes were not optimal due to the learning activities being conducted primarily through lecture methods.

In Cycle I, the teacher implemented learning by applying the Make-A-Match cooperative learning model. The final test results showed that 8 students (66.66%)

achieved scores meeting the MMC of 65, while 4 students (33.33%) had not yet reached the MMC. The detailed scores were as follows: 1 student scored 85, 1 student scored 75, 3 students scored 70, 3 students scored 65, 1 student scored 50, and 3 students scored 45, with an overall average score of 62.5. The learning process was conducted with the teacher applying the Make-A-Match cooperative learning model, but the teacher still faced challenges during the learning process. Therefore, the overall student learning outcomes had not yet reached the MMC, leading the study to proceed to Cycle II.

The results of the final test in Cycle II, conducted by the teacher, showed an improvement in student scores. It was observed that in Cycle II, all students (100%) or 12 students achieved scores meeting the MMC of 65. The detailed scores are as follows: 1 student scored 90, 4 students scored 85, 2 students scored 75, and 5 students scored 70. The overall average score in the second meeting of the final test in Cycle II was 77.5. The learning activities were carried out with the teacher applying the Make-A-Match cooperative learning model. Thus, the Social Science learning on the topic of ethnic and cultural diversity was considered successful.

This research is supported by the study conducted by Usman et al. (2024), titled "The Implementation of the Make-A-Match Cooperative Learning Model to Improve Social Science Learning Outcomes in Grade V," which found that the use of the Make a Match cooperative learning model could improve the learning process and outcomes on the topic of types of economic activities for fifth-grade students at UPT SDN 302 Pinrang. Additionally, a similar study by Muhamad Luluil Maknun (2024), titled "The Implementation of the Make a Match Cooperative Learning Model to Improve Science Learning Outcomes in Grade V," showed that the Make-A-Match model improved student learning outcomes through changes in teacher and student behavior. Student learning outcomes increased significantly after implementing the Make a Match cooperative learning model in Science, particularly on the topic of animal classification. Teacher activity also improved from Cycle I to Cycle II, with percentages

increasing from 66.67% to 97.22%. Therefore, it can be concluded that the implementation of the Make-A-Match cooperative learning model positively impacts the improvement of learning outcomes for fourth grade students at Manuwui Public Elementary School.

CONCLUSION

The implementation of the Make a Match cooperative learning model can improve the learning outcomes of fourth-grade students at Manuwui Public Elementary School in Social Science, particularly on the topic of ethnic and cultural diversity. This is evidenced by the Cycle II test results, where all 12 students (100%) achieved the Minimum Mastery Criteria (MMC) with an average score of 77.5.

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