

## **MAKE A MATCH LEARNING MODEL TO IMPROVE LEARNING OUTCOMES FOR THE IV GRADE STUDENTS OF SDN 3 KARANGANOM**

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### **ABSTRACT**

The study aims to improve student learning outcomes by using the make-a-match learning model in class IV SDN 3 Karanganom Utara Klaten. This research is a class action research with a cycle model from Kemmis & Taggart. This research was conducted in six meetings in two cycles. Data collection techniques used observation, interviews, test results, documentation, and field notes. The instruments used were observation sheets, interview guidelines, test sheets, and field notes. The results showed that the average student learning outcomes increased after learning improvements were made by applying the make-a-match learning model. In cycle 1, the average value of student learning outcomes increased to 77.9. Then in cycle 2, the average value of student learning outcomes increased to 80.6.

**Keywords:** Make A Match, Learning Outcomes, SDN 3 Karanganom

### **INTRODUCTION**

Education is a need that must be met in the life of society, nation and state. The development of a nation is determined by the nation's own educational creativity. The complexity of life's problems requires competent and capable human resources. Besides, education is a container that can be seen as forming high-quality human resources. The success or failure of an educational process is strongly influenced by learning.

Learning is a complicated process because it does not merely absorb information from the teacher but involves various activities and actions that must be taken to get better learning outcomes. The learning process is based on a number of components or elements that are interrelated and interact with one another. The interaction between the teacher and students during the teaching and learning process takes place plays an important role in achieving the desired goals. The possibility of teacher failure in delivering a subject is caused when the teaching and learning process of the teacher does not arouse the attention and activities of students in following the lesson.

Based on preliminary observations made by the authors in Class IV SDN 3 Karanganom, researchers found that the learning outcomes of Grade IV students were relatively low. Only a few students have high learning outcomes. Of the 40 students in one class who had attended the daily test, only around 47.91% were complete, with a minimum completeness criteria of 75. In addition, there are gaps in student learning outcomes obtained by the distance between the scores of students who get the highest score and the students who get the lowest scores is quite significant.

This is because the learning strategies applied by teachers tend to be fixed, namely conventional teaching, which causes students to be less independent and have limited creativity. In conventional teaching, the teacher standing in front of the class dominates all learning activities and lectures at length about the material being discussed, while students are only passive objects in the learning activities.

Such circumstances make students who learn individually less social interaction, causing student boredom and resulting in low student learning outcomes. Such circumstances make students who learn individually less social interaction, causing student boredom and resulting in low student learning outcomes.

The make and match learning model is a learning system that prioritizes the inculcation of social abilities, especially the ability to work together, the ability to interact in addition to the ability to think quickly through games looking for a partner with the help of cards (Wahab, 2007: 59). In this learning, students are required to master and understand the concept through the search for index cards, where the index card consists of two parts, namely the question card and answer card.

Each student has the opportunity to get one card. In this case, students are asked to find a partner from the card they got. Students who get a question card look for students who have an answer card, and vice versa. This learning strategy contains elements of the game, so hopefully, students are not bored with learning. Based on the description above, the researcher made a study entitled "Make A Match Learning Model to Improve Student Learning Outcomes of Class IV SDN 3 Karanganom".

## **METHOD**

This research is a Class Action Research model of Kemmis & Taggart (1988: 14), which in each Cycle consists of the stages of planning, action, observation, and reflection. The purpose of the model is if, at the beginning of the implementation, deficiencies are

found, can be made improvements in the next action or Cycle until the desired target is achieved. The criterion for success in this study is that 90% of student learning outcomes have reached the specified KKM, that is, with a value of 75.

This study was conducted in Class IV SDN 3 Karanganom Klaten Utara. The selection of research sites is based on the results of initial observations made by researchers on the school. From the results of these initial observations, the researchers and the school agreed to follow up in an effort to make improvements.

This research activity was carried out from February to April 2019. The action is adjusted to the schedule of learning activities at school.

Data collection techniques in this research are observation, interview and documentation. Observation is carried out during the learning process using an observation sheet.

Interviews are used to obtain information that supports the results of observation, as well as documentation used to disclose documentary data to get a sense of the student's learning situation at the time of action. Documentation is done by recording pictures of activities that occur in learning at the time of the action.

The analysis of this study uses a qualitative descriptive analysis as proposed by Mills (Nana Syaodih Sukmadinata, 2007: 156). Data analysis was performed according to the characteristics of each data collection. From the data collected are classified and categorized systematically and according to their characteristics. The presentation of results of the research is presented in the form of narratives, tables and graphs.

Data analysis in this study was carried out by reflecting the results of observations during the implementation of the actions taken in each Cycle. This process is carried out collaboratively between researchers, observers, and teachers to see, study, assess and consider the impact or results of actions during the process and the achievement of the results of actions taken.

## **RESULT AND DISCUSSION**

Student learning outcomes of grade IV SDN 3 Karanganom before learning with the Make A Match Learning Model are still incomplete in accordance with the expected KKM of 75. This is caused by the teaching and learning process still dominated by the teacher. Students sit quietly, listening to the teacher's lecture. Thus causing students to tend to be bored and lack enthusiasm in participating in learning. The low enthusiasm for student learning greatly affects student learning outcomes.

After the action is taken to improve learning by applying the Make A Match Learning Model, student learning outcomes have increased from Cycle to next Cycle. This happens because students take an active part in learning activities. The Make A Match Learning Model is a learning system that prioritizes the inculcation of social abilities, especially the ability to work together, the ability to interact in addition to the ability to think quickly through the game of finding a partner with the help of cards, so students can recall the material they have learned.

This learning strategy contains elements of the game so that students are happy and not saturated in learning activities. Improved student learning outcomes can be seen in the diagram below.

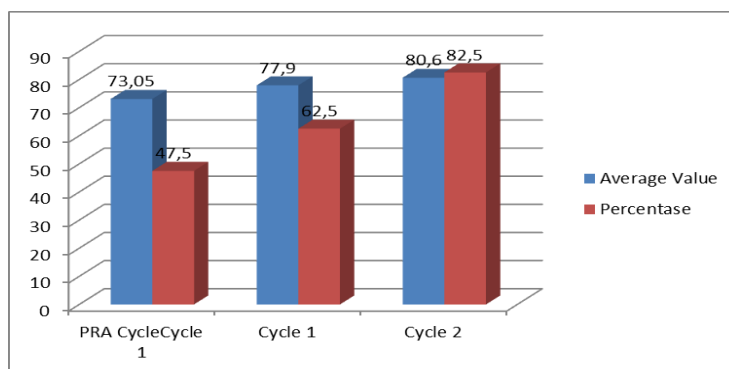


Figure 1 Graph of Student Learning Outcomes from Cycle to Cycle

The graph shows that student learning outcomes have increased from Cycle to Cycle. The average student learning outcomes of grade IV SDN 3 Karanganom before learning with the Make A Match Learning Model amounted to 73.05, with the percentage of mastery learning only 47.5%. After learning improvements by applying the Make A Match Learning Model, the average value of student learning outcomes increased to 77.9. The average student learning outcomes in cycle 1 had increased by 4.85 from before action was taken.

Besides, the percentage of completeness of student learning outcomes also increased by 15% in cycle 1, which is equal to 62.5. Then in cycle 2, the average value of student learning outcomes increased to 80.6. The average student learning outcomes in cycle 2 have increased by 2.7 from cycle 1. In addition, the percentage of completeness of student learning outcomes also increased by 20% in cycle 2, which is equal to 82.5.

## CONCLUSION

Based on the class action research that has been carried out, the following conclusions can be drawn: The Make A Match Learning Model can improve student learning outcomes and activeness in Class IV SDN 3 Karanganom in learning activities. After taking action on Cycle I and Cycle II has proven to learn with Make A Match Learning Model, student learning outcomes have increased from Cycle to next Cycle.

The average student learning outcomes of grade IV SDN 3 Karanganom before learning with the Make A Match Learning Model amounted to 73.05, with the percentage of mastery learning only 47.5%. After improving learning by applying the Make A Match Learning Model in cycle 1, the average value of student learning outcomes increases to 77.9. The percentage of completeness of student learning outcomes also increased to 62.5. Then in cycle 2, the average value of student learning outcomes increased to 80.6, and the percentage of completeness of student learning outcomes increased to 82.5.

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