



Implementation of the Make a Match Learning Model in Pancasila and Citizenship Education in Elementary Schools

Penerapan Model Pembelajaran Make a Match dalam Pendidikan Pancasila dan Kewarganegaraan pada Sekolah Dasar

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Abstract

The learning system in Indonesia requires appropriate changes in advancing education, especially in elementary schools. If the learning process is carried out very well, it will also get very good grades by choosing the right learning models. The learning model is a design pattern that aims to achieve learning according to the basic competencies that have been determined from student learning outcomes. The relationship between the urgency of the Make a Match learning model applied to PPKn (Pancasila and Civic Education) learning in elementary schools, namely, it can increase student active participation, build a strong understanding of concepts, improve social skills, make learning more interesting, and encourage deep understanding. Overall, the urgency of implementing the Make a Match learning model in PPKn learning in elementary schools is to ensure that students not only memorize Pancasila values, but also understand, internalize, and apply them in everyday life through active, interactive, and enjoyable learning experiences. The purpose of the study was to improve students' PPKn learning outcomes through the application of the Make a Match learning model. The subjects of the study were 20 students of MIN 3 Padangsidempuan. This research uses a classroom action research method by referring to Kurt Lewin's theory which has four stages, namely: planning, action, observation, and reflection. Data collection uses tests and observations. Data are analyzed descriptively using quantitative and qualitative approaches. The quantitative approach is from test data, while the qualitative approach is from observation data. The results of the study prove that students experienced an increase in their learning with an average score of 85% in cycle II meeting II.

Keywords: Make a Match, Learning in Indonesia, Pancasila and Civic Education

Abstrak

Sistem pembelajaran di Indonesia memerlukan perubahan yang tepat dalam memajukan pendidikan khususnya di sekolah dasar. Jika proses pembelajaran dilakukan sangat baik, maka akan memperoleh nilai sangat baik pula dengan memilih model-model pembelajaran yang tepat. Model pembelajaran menjadi pola rancangan yang bertujuan supaya pembelajaran tercapai sesuai kompetensi dasar yang telah ditentukan dari hasil belajar siswa. Hubungan urgensi model pembelajaran Make a Match yang diterapkan terhadap pembelajaran PPKn (Pendidikan Pancasila dan Kewarganegaraan) di sekolah dasar, yaitu dapat meningkatkan partisipasi aktif siswa, membangun pemahaman konsep yang kuat, meningkatkan keterampilan sosial, membuat pembelajaran lebih menarik, dan mendorong pemahaman yang mendalam. Secara keseluruhan, urgensi penerapan model pembelajaran Make a Match dalam pembelajaran PPKn di sekolah dasar adalah untuk memastikan bahwa siswa tidak hanya menghafal nilai-nilai Pancasila, tetapi juga memahami, menginternalisasi, dan menerapkannya dalam kehidupan sehari-hari melalui pengalaman belajar yang aktif, interaktif, dan menyenangkan. Tujuan penelitian untuk meningkatkan hasil belajar PPKn siswa melalui penerapan model pembelajaran Make a Match. Subjek penelitian adalah siswa MIN 3 Padangsidempuan yang berjumlah 20 orang. Riset ini menggunakan metode penelitian tindakan kelas dengan merujuk teorinya Kurt Lewin yang memiliki empat tahapan, yaitu: perencanaan, tindakan, observasi, dan refleksi. Pengumpulan data menggunakan tes dan observasi. Data dianalisis

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secara deskriptif dengan menggunakan pendekatan kuantitatif dan kualitatif. Pendekatan kuantitatif dari data tes, sedangkan kualitatif dari data observasi. Hasil penelitian membuktikan bahwa siswa mengalami peningkatan dari belajarnya dengan nilai rata-rata 85% di siklus II pertemuan II.

Kata Kunci: *Make a Match, Pembelajaran di Indonesia, PPKn*

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INTRODUCTION

Education is useful for the development of the nation which supports intellectual progress (Grajo et al., 2019). Education is a planned effort to create a learning atmosphere so that students actively improve their abilities (Budiasa et al., 2020). Students need teachers to focus and guide them (Purnama, 2023) during the learning process.

According to Suryosubroto (1997) the teaching and learning process includes activities attempted by teachers starting from programming, and implementation to assessment, and follow-up programs. The teacher's important task in learning is to condition the area to support the formation of student attitude transformation (Maryam, 2022). The role of teachers in schools is very critical, not only their key obligations as teachers but also their obligation to guide, educate, and be a bridge for students to grow positively (Saputri & Utomo, 2024).

However, expectations do not match reality. Because student learning outcomes have not fully reached the target. Based on the results of observations that have been carried out, there are elementary schools where student learning outcomes are still relatively low because there are still many students who have not reached the minimum completion criteria (KKM). This is reinforced by the statement of the average class teacher that so far student grades have been boosted to maintain the school's reputation.

Data on student learning outcomes in the Pancasila and civic education subjects are shown in table 1.

Table 1. Students' Pancasila and Civic Education Learning Outcomes

| School Students | Class | Number of Students | Average Percentage of Learning Outcome Completion | KBM |
|-----------------------|-------|--------------------|---|-----|
| MIN 3 Padangsidempuan | IV | 20 | 42% | 75 |

Problems in education, especially student learning in schools, have several factors, one of which is the teacher's teaching method (Sever et al., 2019). Therefore, improvements are needed in learning by choosing the right learning method or model to overcome these problems. According to researchers, the right model is the Make a Match learning model. The Make a Match learning model was chosen because it has advantages, such as increasing student involvement when learning, strengthening conceptual understanding, encouraging cooperation and social interaction, reducing boredom and increasing motivation, and improving learning outcomes. This is because the model has been proven by Rohmah & Laily (2020), the results show that the application of the Make a Match learning model can improve the learning outcomes of grade III students of SDN Bulu Tengger, Sekaran District, Lamongan Regency with a value of 95%.

According to Kurniasih, Make a Match is a learning model that invites students to find partners while learning about concepts and topics in a fun learning environment (Uciatun et al., 2022). This model includes cooperative learning (Atma, 2022). The Make a Match cooperative learning model is a technique to increase student participation and activeness in the learning process by finding a partner to understand a concept or information in a pleasant atmosphere (Sugiono, 2020). A similar statement was also expressed by Sulhan (2020) that the Make a Match learning model is a cooperative learning model, students look for pairs of question cards with answers that have been made by the teacher, with a predetermined duration limit so that student cooperation can be realized. The same thing was also stated by Tyas et al. (2024) that the Make a Match learning model is one type of cooperative learning model, in this model the teacher creates a fun and enjoyable classroom atmosphere for students by playing to find a partner for a question and its answer while learning about a learning material. The same opinion was also expressed by Rusdyani & Reinita (2023) that the Make a Match type cooperative model is a learning model that pairs card media in its application, which consists of question cards and answer cards. The same argument was also put forward by Uki & Liunokas (2021) that the Make a Match type of cooperative learning model is a learning model for finding partners between the group carrying the question card and the group carrying the answer card, after matching the cards before the specified time limit, points will be given.

However, there is a gap from previous research that has been conducted, this has been shown from the results of research (Uki & Liunokas, 2021) that the Make a Match

learning model does not have a significant effect because it only has a value of 55.25 compared to the Jigsaw learning model with a value of 77.50. Based on this gap, it is necessary to carry out evidence in elementary schools, especially since the Make a Match learning model is very rarely implemented in PPKn (Pancasila and Civic Education) learning.

METHOD

The research method is classroom action research. Classroom action research is a research method that aims to improve or enhance the learning system in the classroom. The classroom action research method used by researchers refers to Kurt Lewin's theory as having four stages, namely: planning, action, observation, and reflection (McNiff & Whitehead, 2006; Stringer et al., 2010; Kemmis et al., 2014; Kunandar, 2011; Firdaus et al., 2022).

The study was conducted at MIN 3 Padangsidimpuan located in Padangsidimpuan Batunadua District, Padangsidimpuan City, North Sumatra Province. The sample in this study was 20 third-grade students consisting of 9 males and 11 females. The sample determination used a purposive sampling technique to improve student learning outcomes because so far the student learning system and teacher teaching still seem monotonous. The indicator of the success of this study is that students must obtain an individual score of 75 and an average class score of 75% classically.

Data collection using tests and observations. Data were analyzed descriptively using quantitative and qualitative approaches. The quantitative approach was used as a technique to analyze data collected from tests, while the qualitative approach was used as a technique to analyze data collected from observations. The test given was in the form of multiple choices with 10 questions, the test was given at the end of each meeting. Observations were made during the learning process by implementing the Make a Match model which aims to observe students learning and observing researchers teaching. Teacher observations were carried out by the class teacher to the researcher, meaning that the researcher who was acting was observed by the class teacher according to the observation sheet that had been provided.

This research will be conducted in June 2024. The focus of this research is on grade IV students with a total of 20 students and on the Pancasila and Citizenship Education (PPKn) course on the material of obligations and rights as family members and school

residents. During the research action process in the classroom, the researcher acts as a teacher.

RESULTS AND DISCUSSION

Result

Analysis of initial data was obtained during the pre-cycle. The researcher gave students a test in the form of 10 multiple-choice questions on the material of obligations and rights as family members and school residents. Previously, this material had been taught by the class teacher. This test was conducted as a measuring tool for student's abilities in the material that had been taught by the class teacher.

Table 2. Percentage of PPKn Learning Outcomes of Pre-Cycle Students

| No | Value | Criteria | Number of Students | Percentage |
|------------|-------|---------------|--------------------|------------|
| 1 | >75 | Completed | 5 | 25% |
| 2 | <75 | Not Completed | 15 | 75% |
| Sum | | | 20 | 100% |

From the results of the initial test, it was found that students had difficulty in answering questions correctly. This could be seen from the results of the test conducted on 20 students, with only 5 students reached the passing grade (KKM). The percentage of students who completed it was only 25% while the percentage of students who did not complete it was 75%. Thus, the learning outcomes of class III students of MIN 3 Padangsidimpuan were still low. Adjustments still needed to be made to improve student learning outcomes on the material on obligations and rights as family members and school residents by implementing the Make a Match learning model in the PPKn subject. For this reason, corrective actions needed to be taken to improve student learning outcomes in cycle I, meeting I.

Table 3. Percentage of Students' PPKn Learning Outcomes in Cycle I, Meeting I

| No | Value | Criteria | Number of Students | Percentage |
|------------|-------|---------------|--------------------|------------|
| 1 | >75 | Completed | 7 | 35% |
| 2 | <75 | Not Completed | 13 | 65% |
| Sum | | | 20 | 100% |

Table 3 showed that out of a total of 20 students, only 7 students (35%) finished the test while 13 students (65%) did not finish. Learning in the cycle I meeting had not reached the classical completion target. When the test was conducted, there were still students who

were talking when the researcher explained the material. It needed be improved again in cycle I meeting II.

Table 4. Percentage of Students' PPKn Learning Outcomes in Cycle I, Meeting II

| No | Value | Criteria | Number of Students | Percentage |
|------------|-------|---------------|--------------------|------------|
| 1 | >75 | Completed | 8 | 40% |
| 2 | <75 | Not Completed | 12 | 60% |
| Sum | | | 20 | 100% |

Table 4 shows that the data in cycle I meeting II revealed that 8 students (40%) finished the test and 12 students (60%) did not finish the test. This is because during the cycle I meeting II, the implementation of learning experienced shortcomings and obstacles, including students still having difficulty understanding the lesson material. It could be seen from the test results obtained that there were still few students who completed it. For this reason, it needed to be improved to cycle II meeting I.

Table 5. Percentage of Students' PPKn Learning Outcomes in Cycle II, Meeting I

| No | Value | Criteria | Number of Students | Percentage |
|------------|-------|---------------|--------------------|------------|
| 1 | >75 | Completed | 11 | 55% |
| 2 | <75 | Not Completed | 9 | 45% |
| Sum | | | 20 | 100% |

Table 5 showed that the data in cycle II meeting I can be seen that 11 students (55%) completed the test and 9 students (45%) did not complete the test. It can be inferred that a few students have achieved the KKM value set by the school, but there were still some students who have not achieved the KKM value. However, there were still obstacles faced by the researcher, namely that there were groups of students who choose answer cards as they please causing them to not match the question cards. The obstacles in Cycle II meeting I would be fixed by the researcher in the next Cycle II meeting II to avoid the problem.

Table 6. Percentage of Students' PPKn Learning Outcomes in Cycle II, Meeting II

| No | Value | Criteria | Number of Students | Percentage |
|------------|-------|---------------|--------------------|------------|
| 1 | >75 | Completed | 17 | 85% |
| 2 | <75 | Not Completed | 3 | 15% |
| Sum | | | 20 | 100% |

Table 6 showed in cycle II meeting II regarding the material of obligations and rights as family members and school residents by implementing the Make a Match

learning model, it can be seen that student learning outcomes have increased significantly from the previous meeting and have met the target. This time, there are 17 students (85%) that completed the lesson and only 3 students (15%) did not complete the lesson.

Student learning outcomes in the PPKn subject on the material on obligations and rights as family members and school residents have increased as shown in the following image.

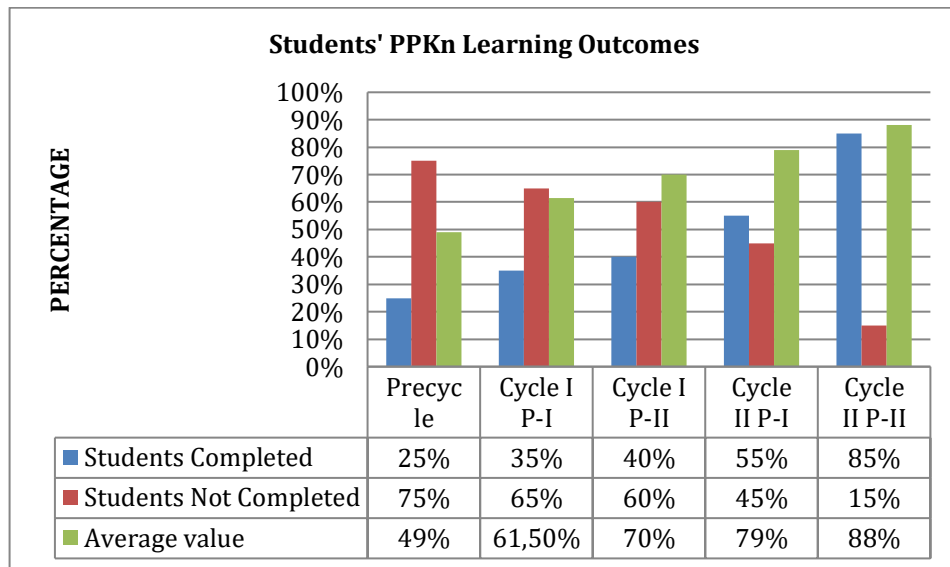


Figure 1. Students' PPKn Learning Outcomes

The data in Figure 1 shows that during the pre-cycle, only 5 students completed the KKM (Minimum Completion Criteria). The percentage of students who completed the course was 25% and the percentage of students who did not complete it was 75%. Meanwhile, in cycle I, meeting I, there had been an increase, with 7 students completed (35%) and 13 students had not completed (65%). In cycle I, meeting II, there was an increase again, with 8 students completed (40%) and 12 students did not complete (60%). There was another increase in cycle II, meeting I, with 11 students completed (55%) and 9 students did not complete (45%). Then in cycle II, meeting II, there was an increase again, namely 17 students completed (85%) and 3 students did not complete (15%). The questions for testing students' knowledge in the pre-cycle to cycle II are the same in substance, only the sentence structure is different with the aim of deceiving. While the measuring instrument used when correcting student performance results is the same. The data presented in Figure 1 illustrates the progression of student performance from the pre-cycle through to cycle II. Initially, during the pre-cycle, only 5 students (25%) met the Minimum Completion Criteria (KKM), while 15 students (75%) did not. In cycle I, meeting I, there was an improvement, with 7 students (35%) meeting the criteria and 13 students

(65%) still not completing it. This upward trend continued in cycle I, meeting II, where 8 students (40%) completed the course and 12 students (60%) did not.

Further progress was observed in cycle II, meeting I, with 11 students (55%) achieving completion and 9 students (45%) not meeting the criteria. The most significant improvement occurred in cycle II, meeting II, where 17 students (85%) completed the course successfully, leaving only 3 students (15%) who did not. It is important to note that while the questions assessing student knowledge from the pre-cycle to cycle II were consistent in substance, they varied in sentence structure to challenge the students' understanding. The evaluation criteria used to assess student performance remained unchanged throughout the process.

The results of this study prove that the Make a Match learning model can improve student learning outcomes in the PPKn subject, with the material on obligations and rights as family members and school residents.

Discussion

The results of the study have shown an increase in student learning outcomes in the PPKn subject after the implementation of the Make a Match learning model. It turns out that the same study has also been proven by Seli Setiani (2022), with the results showing that the Make a Match model was a factor in increasing the understanding of Class IV students of SDN Banar Jaya with an average score of 93%. The results of the study by Hayati & Suharto (2024) have also proven that the Make a Match model can help improve the reading skills of students at MI Ma'arif Nahdlatul Ulama 1 Ajibarang Wetan. The results of the study by Khotimah & Mulyawati (2023) also showed that the mathematical representation of class IV students of SDN Bidaracina 03 Pagi was influenced by the use of the Make a Match learning model.

Several research results that have been conducted have proven that the Make a Match learning model. This model was previously developed by Lorna Curran (Sulhan, 2020) in 1994 (Prasetyo et al., 2023). During the Make a Match activity, the teacher prepares cards containing questions and answers according to the subject matter, after which students are asked to find their respective partners between the answers and questions, as a result, all students participate directly in the learning process (Majdi & Faizatina, 2023).

Steps for implementing the Make a Match learning model, namely: 1) the teacher prepares several cards containing several concepts or topics that are suitable for the

review session, otherwise one part of the question card and the other part of the answer card; 2) Each student thinks of the answer/question from the card they are holding; 3) Each Make a Match student who has a card that matches their card (question-answer); 4) Each student who can match their card before the time limit is given points; 5) After one round the cards are shuffled again so that each student gets a different card than before; 6) Conclusion/closing (Rahmadhon, 2020).

This learning model has advantages, namely stimulating students to be active in learning, stimulating a happy atmosphere in the learning process, and realizing dynamic cooperation between students (RM et al., 2023). Therefore, this model needs to be applied in PPKn subjects in elementary schools. The teaching of PPKn subjects to elementary school students is expected to be able to master, analyze, appreciate, and overcome problems experienced sustainably and consistently based on the hopes or goals of the Indonesian nation (Lubis et al., 2022).

The Make a Match learning model is one of the learning strategies designed to make the learning process more interactive and fun. This model involves matching activities between questions and answers or relevant concepts. The application of this model in Pancasila learning in elementary schools has several important urgencies, namely:

1. Increase active student participation

The Make a Match model encourages students to actively participate in learning activities. In Pancasila learning, which often focuses on moral and social values, active student involvement is essential to help them understand and internalize these values.

2. Building a strong conceptual understanding

Pancasila learning includes concepts that may be abstract for elementary school students, such as cooperation, social justice, and tolerance. With Make a Match, students can more easily understand these concepts through concrete and interactive activities, such as matching real examples of Pancasila values with their definitions.

3. Improve social skills

Make a Match activities are usually done in groups or pairs, which encourages social interaction between students. This is important in the context of Pancasila learning, which emphasizes the importance of cooperation, tolerance, and mutual respect.

4. Make learning more interesting

Fun learning can increase student motivation. The Make a Match model which is game-based can make students more enthusiastic about learning, including in understanding Pancasila material which may be considered difficult or monotonous if taught using conventional methods.

5. Encourage deep understanding

By requiring students to match relevant concepts, this model requires students to truly understand the material. This is different from the memorization method alone because students must think critically and connect one concept to another.

CONCLUSION

Based on the results of the research that has been conducted, the conclusion is that the application of the make a match learning model can improve learning outcomes in the PPKn subject for class III MIN 3 Padangsidempuan with an average value of 85% or 17 students who completed it and 3 students or 15% who did not complete it in cycle II meeting II.

Future research is suggested to examine the long-term effectiveness of the Make a Match model in internalizing Pancasila and citizenship values in students. Longitudinal studies would be useful to evaluate whether the understanding and values obtained through this method are maintained and implemented in students' daily lives. Then, research exploring the effectiveness of the Make a Match model at various grade levels, from lower to upper grades, can provide important insights. In addition, research assessing the application of this model to various topics in PPKn subjects is also needed to ensure the suitability of this model with various teaching materials. Further research needs to evaluate the impact of the Make a Match model on the formation of students' character and social attitudes. Focusing on this non-cognitive aspect is important because PPKn subjects not only teach knowledge but also aim to form attitudes and behaviors that are by Pancasila and citizenship values.

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