

## **The Implementation Of Make A-Match Model In Social Science Learning To Improve Student Learning Outcomes In Class IV SDN 115 Manado**

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**Abstract.** There is a tendency in the education field today to return to the idea that children will learn better if the environment is created naturally. Learning will be more meaningful if children "experience" themselves what they are learning, not 'knowing' it. Target-oriented learning of material mastery proves to be successful in short-term 'remembering' competitions, but fails to equip children to solve problems in long-term life. The problems that would be studied in this study are: (a) how is the improvement of Social Science learning outcomes by applying the Make A-Match Model to it? (b) how does the Make A-Match Model apply towards the learning motivation? The objectives of this study are: (a) want to know the improvement in Social Science learning achievement after the implemetation of the Make A-Match Model. (b) want to know the effect of Make A-Match Model towards students' motivation of the subject after it is applied. This research is used two rounds of action research. In each round consists of four stages, namely: design, activity and observation, reflection and revision. The target of this research is the fourth grade students of Mongodow. The data obtained in the form of formative test results, observation sheets of teaching and learning activities. From the results of analysts obtained student achievement has increased from cycle I to cycle II namely, cycle I (65%), cycle II (83%). The conclusion of this research is the Make A-Match Model of Social Science learning could positively influence the motivation of learning of central students, and this learning model could be used as an alternative to Social Science learning.

**Keywords:** Make A-Match Model; Social Science Learning; Learning Outcome.

### **1. Introduction**

The primary education in principle is the foundation for secondary education and so on or could also be said to be the basic of efforts to educate the nation (in the Constitution of 1945). For this reason the quality of education for citizens in general and the quality of further education in particular are very dependent on the quality of primary school education. The quality of education largely depends on the quality of teaching and learning activities. One of the efforts to improve the quality of teaching and learning activities is to improve teacher

qualifications and changes in the use of teaching methods and techniques. The national education system states that education is a conscious and planned effort to create a learning atmosphere as well learning process so that students could actively develop their potential to have spiritual strength, self-education, personality, intelligence, noble character, and the skills required by themselves, the community, nation and state.

Based on this constitution there are several things that need attention. First, education is a conscious effort planned, this means that the education process in school is not a process that is done carelessly, but a process that aims to make everything that the teacher and student do is directed towards achieving the goal. Both planned education processes are directed to realize the atmosphere of learning from the learning process, this means it should not rule out the learning process. Third, the learning atmosphere and learning activity are directed so that students could develop their potential. This means the education process must be oriented towards students (Student Active Learning). Fourth, the end of the process is the improvement of children's abilities, this means that the educational process must lead to the formation of attitudes. Also, development of intellectual intelligence and the development of children's skills as needed.

Nurhadi, et al (2003: 1) states that the quality of life of a nation is largely determined by educational factors. The role of education is very important to create an intelligent, peaceful and open life, therefore renewal in the education sector must always be done to improve the quality of national education, because the progress of a nation could only be determined by structuring good education.

Based on observations in Manado several problems were encountered including:

- In the learning process, only the students' ability to memorize facts appears so that students often do not understand the material that they are learning.
- In the learning process students are only bound to the existing textbooks so that student understanding is limited to it.
- Boredom is often occurring in Social Science material with the lecturing method.
- Social Science learning is sometimes considered to be only rote learning.

In order anticipating various problems and weaknesses that occur during elementary school, innovative efforts in the teaching and learning process are needed. The Make A-Match Model in Social Science learning could provide a clear scope for students to develop the potential possessed by students. Therefore, Social Science learning by using the Make A-Match model is very appropriate to be implemented in the learning activities of students who are able to develop their own knowledge through the teaching and learning process.

#### **Formulation of the problem**

Based on the background above, in this study the problem formulation is: "how to apply the *Make A-Match* Model to improve student learning outcomes in Social Science."

#### **The purpose of research**

Making the subject of Social Science in elementary school will be more meaningful, also emphasizes the activeness of students, and able to achieve optimal

learning outcomes.

### **Benefits of Research**

Expected benefits for researchers are:

- a. For students
  - Students are able to master the material that being studied.
  - Prevent students from boredom in learning especially Social Science subjects.
  - Foster students' love for Social Science, because it is not just rote learning.
- b. For Teachers
  - Helping teachers in efforts to achieve optimal learning outcomes.
  - Assists the teacher in creating natural classroom conditions.
- c. For Researchers

Could provide feedbacks for efforts to improve the quality of social studies learning and can provide motivation to compare other learning models to be applied in primary schools.

## **2. Literature Review**

### **Social science learning**

The term Social Sciences officially began to be used in Indonesia since 1975 is the term Social Science, as in the United States. In the field of social knowledge, we are familiar with several terms such as social science and social studies.

In accordance with the designation of Social Sciences, the emphasis is on scholarship that is pleased with social life or social life. Norma Mackenzie (1975) in Surdjiyo, et al (2007: 1.22) argues that social science is all fields of science that are pleasing to humans in their social context or in other words all fields of science that study humans as members of society.

Jarolimek (1977) in Sardiyo (2007: 1.25) suggests that social sciences are more practical in nature, namely giving students the ability to manage and utilize physical and social forces in creating a harmonious life. It is also prepare students to be able to solve social problems and have confidence in life in the future. According to R. Soetjipto (1998) argues that social science is given in the hope that students will not only master knowledge but will be able to apply it in real situations and contribute to soul formation and self-maturity. In addition to knowing the understanding of social science, we must know the basic concepts in social learning in elementary schools. This is necessary in the context of the development and application of social studies learning itself. That (1990: 46-59) there are twelve basic concepts of social science that become the teacher's reference in learning process. Belen emphasized that the twelve basic concepts can be replaced or added to and can even be reduced according to the needs of students in learning.

The following are the twelve basic concepts discovered by Belen, among others:

- Interaction, cooperation
- Interdependence (interdependence)

- Sustainability and change
- Diversity, similarity, difference
- Conflict of cases
- Evolution, adaptation
- Pattern
- The place
- Power/Authority
- Value/Trust
- Cause and effect
- Fairness/Equity

### **Make A-Match model**

Jerome S. Bruner (2000: 1,12) with his theory of learning development, said that each individual at the time of experiencing or recognizing the event of objects or being in their environment, found a way to restate events or objects in his mind, namely a mental model of events or objects that are known or known. The Make A-Match model is an effective learning model for feeling bored with social studies subjects. This model can refer to the activeness of students looking for pairs of answers to the exercises correctly, so that with this model students can feel more relaxed and not depressed because even though they are learning or while playing.

### **Rare-Step Model Make A-Match**

1. The teacher prepares several cards filled with several concepts or topics that fit the review side, preferably one part of the question card and the other part of the answer card.
2. Each student gets one card.
3. Each student thinks of the answer or question from the card that matches him (answer questions).
4. Each student looks for a partner who has a card that matches the card (answer questions).
5. Every student who can match before the deadline is given points.
6. After one round of cards shuffled again so that each student gets a different card than before.
7. And so on.
8. Conclusion or closing.

### **Learning outcomes**

Applying the Make a-Match model in learning will improve the learning outcomes of students in the 4th grade SDN 115 Manado. Every teaching and learning will surely be marked with learning outcomes, it is become a benchmark of the success of the teaching and learning process. This is what makes learning outcomes very important and useful both for students and for the teacher itself. Sudjana (1998), states that the abilities students have after receiving their learning experience are called learning outcomes. Also commonly called grades obtained by students after receiving their learning experiences are called learning outcomes. It could also be called the value obtained by students after participating in learning

activities within a certain time interval.

There are several factors that affect learning outcomes including:

- Individual factors, which include maturity, growth and intelligence.
- Social factors, such as family, teacher and teaching methods, learning aids, environment and learning opportunities.

These two factors often influence student learning outcomes. To understand more about learning outcomes, here are some notions about learning outcomes, including:

- Kunandar (2007: 251) argues that learning outcomes are the ability of students to meet a stage of achieving learning experiences in a basic competency.
- Sudjana (1998) in Hasala (1992/1993: 28) argues that the abilities possessed by students after receiving their learning experiences are called learning outcomes. Also commonly called grades obtained by students after participating in learning activities within a certain time interval.
- Dimiyati and Mudjiono (2006: 3-4) suggest, learning outcomes are the result of an interaction of learning and teaching

### **3. Research Methods**

This research was conducted in the form of Classroom Action Research (CAR) which refers to the research design proposed by Kemmis and Tanggart (Kasihani Kasbolah, CAR: 113). The application of the Make A-Match learning model was developed through 2 (two) research cycles each cycle consisting of the following steps:

- The action planning stage
- Stage of action
- Observation stage
- Reflection or revision stage

#### **Research design**

This research as a whole consists of:

- Research preparation begins with researchers as practitioners collaborating with school principals and class teachers. The activity is carried out by asking about perceptions about learning and discussing with class teachers.
- The implementation phase of the Make A-Match learning model. This stage is carried out in 3 research cycles with each cycle consisting of 4 stages of activity namely:
  - a. Planning Phase: Researchers make teaching preparations in accordance with learning models Make a match. Such as: making a lesson plan (RPP), pieces of cards containing questions and answers.
  - b. Implementation Stage: Researchers carry out actions according to the preparation or plan using lesson plans according to the learning model.
  - c. Observation Stage: Observation activities are carried out on the implementation of learning activities with an observation format for the actions of both teachers and students and note important things such as what the teacher does and what responses the students give.
  - d. Reflection Stage: At this stage the researchers reflect based on observations

about the learning activities carried out. The results of reflection are the basis for further planning, additional actions that need to be taken and so forth.

### **Cycle I**

Implementation carried out in the first cycle is to identify problems and determine alternative solutions to problems. Reflecting the results of the initial learning, the problems identified are:

Student learning outcomes for grade IV SDN 115 Manado in social studies are always below 65, many students are not present during the social studies schedule, and students are bored with social studies.

### **Cycle II**

The implementation carried out in the second cycle is more focused on the implementation phase because there are still many indicators that have not been reached to the maximum. So at this stage it is done to maximize the achievement of the expected indicators in the learning model of IPS Make A-Match both in planning, implementation and evaluation.

### **Research Subject and Time**

The subjects of this class action research were grade IV students of SDN 115 Manado, during the first semester of research in 2010.

### **Operational definition**

The IPS Learning model Make A-Match can increase student and teacher activities, and increase student interest in learning. Learning outcomes are the scores achieved by students in the material learned at each action completed in the study through tests.

### **Data and Retrieval Methods**

Data source	: Grade IV students, grade IV teachers and principals
Data type	: quantitative data, namely the results of student test scores at each end of the action, while the qualitative data for the student's work performance and implementation of the action.
Data collection methods	: tests, instruments, research.
Indicators of success	: if students reach completeness 83%

### **4. Research Outcomes**

It is hoped that in this research a standard Make A Match learning model will be created and is ready for use by teachers and schools.

### **Analysis of Research Data on Cycles**

The results of improvements in social studies learning on the subject of Natural Events in Class IV SDN 115 Manado were obtained from the action cycle I and cycle II. In each cycle, the data taken is the result of observations of peers about student behavior in the learning process and from the results of student worksheets student work to determine student learning outcomes.

**Table 1.**  
**Data analysis of student learning outcomes in early learning**

N	Students	Number of Question					Amount Score Acquisition	Score	% Achievement	Completeness	
		1	2	3	4	5				Yes	No
1	Gigen Mungolu	2	-	-	2	1	5	50	50%		√
2	Muh Firman	-	2	2	2	-	6	60	60%		√
3	Muh Yusril	-	-	-	-	-	-	-	-	-	-
4	Abdul Majid	2	-	-	2	2	6	60	60%		√
5	Jodi Patabuga	2	-	1	2	2	7	70	70%	√	
6	Abdurrahim	1	1	-	2	2	6	60	60%		√
7	Rukmawati	-	-	-	-	-	-	-	-	-	-
8	Noviana Suparji	2	2	-	2	1	7	70	70%	√	
9	Siti Korompot	2	-	2	-	2	6	60	60%		√
10	Riris Supriani	2	-	2	1	1	6	60	60%		√
11	Selawati Dena	2	2	-	2	1	7	70	70%	√	
12	Niken Bugeng	-	-	2	2	-	4	40	40%		√
13	Lili Setianingsi	-	2	2	-	2	6	60	60%		√
14	Tita Ifa	2	-	-	2	2	6	60	60%		√
15	Noviana Anggraini	-	-	-	-	-	-	-	-	-	-
16	Fadil Kolopita	2	2	-	2	1	7	70	70%	√	
	Total Earnings	19	11	11	18	23	79				
	Maximum number	32	32	32	32	32					
	Presentation	59	34	34	66	53			49,37		
	<b>Average</b>							<b>49,37</b>			

### Cycle I

#### a. Planning Phase.

At this stage the researcher prepares a learning kit consisting of lesson plan 1, LKS 1, formative test questions 1, and supporting teaching tools.

#### b. Activity and Implementation Stage

The implementation of teaching and learning activities for the first cycle was held on October 5, 2010 in Class IV with a total of 16 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plans that have been prepared. Observation (observation) carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning process students are given a formative test I with the aim to determine the level of student success in the teaching and learning process that has been done. The research data in the first cycle are as follows:

**Table 2.**  
**Data analysis of student learning outcomes in cycle I**

No	Students	Number of Question					Amount Score Acquisit iononn	Score	% Achie vement	Completen ess	
		1	2	3	4	5				Yes	No
1	Gigen Mungolu	2	2	2	2	1	9	90	90%	√	
2	Muh Firman	-	2	2	1	-	5	50	50%		√
3	Muh Yusril	-	-	-	-	-	-	-	-	-	-
4	Abdul Majid	2	1	-	2	2	7	70	70%	√	
5	Jodi Patabuga	2	-	2	2	2	8	80	80%	√	
6	Abdurrahim	2	-	-	1	2	5	50	50%		√
7	Rukmawati	-	1	2	2	-	5	50	50%	-	√
8	Noviana Suparji	2	2	1	2	2	9	90	90%	√	
9	Siti Korompot	2	1	2	-	2	7	70	70%	√	
10	Riris Supriani	2	-	2	2	1	7	70	70%	√	
11	Selawati Dena	2	2	-	2	2	8	80	80%	√	
12	Niken Bugeng	-	2	2	2	-	6	60	60%		√
13	Lili Setianingsi	1	2	2	-	-	5	50	50%		√
14	Tita Ifa	2	2	-	2	2	8	80	80%	√	
15	Noviana Anggraini	2	2	-	1	1	6	60	60%		√
16	Fadil Kolopita	2	2	1	2	2	9	90	90%	√	
	Total Earnings	23	21	18	23	19	104				
	Maximum number	32	32	32	32	32					
	Presentation	72	66	56	72	59			65%		
	<b>Average</b>							<b>65</b>			

### Cycle II

- a. The planning stage: At this stage the researcher prepares a learning kit consisting of lesson plan 2, LKS 2, formative test questions II, and supporting teaching tools.
- b. Activity and implementation stage

The implementation of teaching and learning activities for cycle II was carried out on October 12, 2010 in Class IV with a total of 16 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle I, so mistakes or deficiencies in cycle I do not happen again in cycle II. Observation (observation) carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning process students are given a formative test II with the aim of knowing the level of student success during the teaching and learning process that has been carried out. The instrument used was formative test II. The research data in the second cycle are as follows.



**Table 3.**  
**Data analysis of student learning outcomes in cycle II**

No	Students	Number of					Amount Score Acquisit ionn	Score	% Achie veme nt	Completen		
		1	2	3	4	5				Yes	No	
1	Gigen Mungolu	2	2	2	2	2	10	100	100%	√		
2	Muh Firman	1	2	2	2	-	7	70	70%	√		
3	Muh Yusril	2	-	2	2	1	7	70	70%	√		
4	Abdul Majid	2	2	-	2	2	8	80	80%	√		
5	Jodi Patabuga	2	1	2	2	2	9	90	90%	√		
6	Abdurrahim	2	1	-	2	2	7	70	70%	√		
7	Rukmawati	-	2	2	2	1	7	70	70%	√		
8	Noviana Suparji	2	2	2	2	2	10	100	100%	√		
9	Siti Korompot	2	2	2	-	2	8	80	80%	√		
10	Riris Supriani	2	2	2	2	1	9	90	90%	√		
11	Selawati Dena	2	2	2	2	2	10	100	100%	√		
12	Niken Bugeng	-	2	2	2	2	8	80	80%	√		
13	Lili Setianingsi	2	2	2	-	1	7	70	70%	√		
14	Tita Ifa	2	2	1	2	2	9	90	90%	√		
15	Noviana Anggraini	2	2	-	2	1	7	70	70%	√		
16	Fadil Kolopita	2	2	2	2	2	10	100	100%	√		
	Total Earnings	27	28	25	28	25	133					
	Maximum number	32	32	32	32	32						
	Presentation	72	66	56	72	59			83%			
		<b>Average</b>						<b>83</b>				

## 5. Discussion

### 1. Complete student learning outcomes

Through the results of this study indicate that the application of the Make A-Match model in social studies learning has a positive impact in improving student achievement. This can be seen from the more solid understanding of students towards the material delivered by the teacher (mastery learning increases from cycles I, and II), namely 65% and 83%, respectively. In the second cycle classical student mastery learning has been achieved.

### 2. Teacher's Ability in Managing Learning

Based on data analysis, obtained student activity in the process of applying the Make A-Match model in social studies learning in each cycle has increased. This has a positive impact on student achievement, which can be shown by increasing the average value of students in each cycle that continues to increase.

### 3. Teacher and Student Activities in Learning

Based on data analysis, obtained student activity in the social studies learning process on the application of the most dominant Make A-Match model is working using tools or media, listening or paying attention to teacher explanations, and discussions between students or between students

and teachers. So it can be said that student activities can be categorized as active.

As for the activities of the teacher during the learning process, he has carried out the steps in applying the Make A-Match model well. This can be seen from the teacher activities that arise including the activity of guiding and observing students in working on LKS activities or finding concepts, explaining or training, using tools, giving feedback, evaluating or asking questions where the percentage for the above activities is quite large.

## **6. Conclusion**

From the results of the learning activities that have been carried out for two cycles, and based on all the discussions and analyzes that have been carried out it can be concluded as follows: 1) The application of the Make A-Match model to social studies learning has a positive impact in improving student achievement which is marked by an increase in student learning completeness in each cycle, namely cycle I (65%), cycle II (83%) and 2) The application of the Make A-Match model to social studies learning has a positive effect, which can increase student motivation which is indicated by the average student answers which states that students are interested and interested in the Make A-Match model so that they become motivated to learn.

## **7. Suggestion**

From the research results obtained from the previous description so that the social studies teaching and learning process is more effective and provides optimal results for students, the following suggestions are delivered: 1) To implement the Make A-Match model requires sufficient preparation, so the teacher must be able to determine or choose topics that can really be applied by using the guided discovery method in the learning process so that optimal results are obtained; 2) In order to improve student learning achievement, teachers should train students more often with various teaching methods, even in a simple level, where students can later find new knowledge, obtain concepts and skills, so students succeed or are able to solve the problems they face; 3) Further research is needed, because the results of this study are only conducted at SDN 115 Manado; 4) For similar research, improvements should be made in order to obtain better results.

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